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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume contains course aids and sample syllabi for courses in educational sociology. Material is divided into six sections. Section I contains background information about the guide. Section II describes the nature of sociology of education courses. The definition provided is based on information gathered from a survey of sociology of education instructors. Section III, course aids, is divided into subsections covering print resources; assignments, projects, and exercises; textbooks, textbook reviews, and required readings from syllabi; and films, video tapes, and distributors. Thirteen syllabi for teaching the sociology of education at the graduate and undergraduate level are provided in section IV. Syllabi were selected from colleges and universities around the nation. Information provided generally includes a course overview, goals and objectives, required and suggested reading, a course outline, and assignments. Names and addresses of contributors are provided in Section V. Section VI, an appendix, contains the questionnaire used for surveying sociology of education and social foundations course instructors. (LP)

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Resource Materials for Teaching

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TEACHING THE SOCIOLOGY OF EDUCATION
(revised edition)

Instructor Survey, Syllabi, Text Reviews, Teaching Aids for Courses in Sociology of Education and Social Foundations of Education

by

Jeanne Ballantine, Editor

Floyd Morgan Hammack
Edith King
Caroline Hodges Persell
Theodore C. Wagenaar

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Distributed by
ASA Teaching Resources Center
1722 N Street, N.W.
Washington, D.C. 20036
(202) 833-3410

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1984

Working as a Committee of the Sociology of Education Section
of the American Sociological Association

Distributed through the American Sociological Association
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TEACHING SOCIOLOGY OF EDUCATION

Syllabi and Materials from Courses in Sociology of Education and Social Foundation of Education

I. INTRODUCTION

Courses in Sociology of Education and Social Foundations of Education are found in most colleges. They are listed under sociology, education, or both. They are formed at the undergraduate and graduate level, though we focus here more on the upper-level undergraduate course.

Course goals range from broad coverage of the field including a pot pourri of topics, to narrow, coverage with one theoretical or subject area focus. Some departments offer not only a general course but one or more specific courses such as "Sociology of Classroom Systems" or "Educational Anthropology". The materials included in this report have been selected in part to show the variety which exists within the field.

This report revises, updates, and expands on the document "Teaching Sociology of Education", orginally published in 1978 as a joint endeavor of the Project or Teaching Undergraduate Sociology and the ASA Section on Sociology of Education.

Background of the Original Project

What should students know about the Sociology of Education, at an introductory level and a more advanced level? This was the question posed by the Committee on Teaching Sociology to the Sociology of Education Section at the 1976 ASA meeting. Several members agreed to look into the issue and report back.

Meeting at the 1977 American Educational Research Association convention, they debated whether they could best serve the profession by writing up what they as a committee felt should be taught in the Sociology of Education, or by surveying and reporting what is actually being done. Realizing there are a variety of legitimate contents and approaches to the Sociology of Education, they decided to survey those who teach the Sociology of Education, to request copies of their syllabi, and hence to be able to report on what is actually being done in the field.

They surveyed two groups: 1) a random sample of 100 drawn from the University of Nebraska National Directory of Sociology of Education and Educational Sociology, through a mailed questionnaire and 2) the entire membership of the Sociology of Education membership of the ASA, through a solicitation in the section newsletter.

They received 51 syllabi for courses in the Sociology of Education. A brief summary of these was presented at the 1977 ASA Sociology of Education Section meeting, and the section voted to publish selected syllabi, as well as the summary report.

The report was well received by those in the field. In order to keep this information current it was decided to update the original document. The new committee distributed a questionnaire (see Appendix A) at professional meetings, through the International Sociological Association research section, and the Sociology of Education section newsletter. This second edition includes information from questionnaires, examples of class projects and films, essay and discussion questions, textbook reviews, and sample syllabi.

We recognize the diversity of subject matter covered and of techniques for covering the field of sociology of education. The materials included are meant to be a sampling of the broad spectrum, not comprehensive coverage. It is our hope that these will be useful to colleagues teaching in the area. We wish to thank all of those who submitted the materials which have made this report possible.

THE NATURE OF THE COURSE

by

Theodore C. Wagenaar

In 1983, the authors of this volume solicited information on Sociology of Education courses with a questionnaire. Notices were placed in Footnotes, the ASA Sociology of Education Section Newsletter, and in the Educational Researcher. Requests for the questionnaire were received from forty-eight instructors, and 35 questionnaires were returned. However, several instructors reported on more than one course, while others left some of the items blank. Therefore, the percentages reported below are calculated on the basis of the number of completed responses per item.

As expected, "Sociology of Education" is the most popular course, with 43% of the instructors teaching this course. "Educational Sociology", "Social Stratification and Education", and "Social/Sociological Foundations of Education" were each noted by three instructors. "Education in American Culture" and "Sociology of Urban Education" were each noted by two instructors. The remainder of the courses were noted by only one instructor each; these courses include such titles as "Social Institutions in Education", "Education and Society", "American Public Education", "Social and Philosophical Foundations of Education", and "Issues in Education".

Regarding the level of the course, junior-senior level undergraduate courses are the most popular (33%), followed by graduate courses (28%), freshman-sophomore level undergraduate courses (24%), and both graduate and undergraduate (15%).

Hence, about three-fourths of the courses are for undergraduates. About 35% of the courses have a prerequisite, and 56% of those reporting a prerequisite note the requirement of at least one sociology course. Other prerequisites include junior standing, acceptance to the School of Education, and "Introduction to Teaching."

The course is offered in schools of arts and science by 50% of the instructors, and schools of education by 42%. Other locations were reported by 8%, including the School of International and Public Affairs, Division of Counseling Psychology and Education, and the School of Humanities, Social Sciences, and Education. The course is most commonly offered in departments of education (37%), although it is also frequently offered in departments of sociology (34%). A department of sociology and anthropology is the location for 8% of the courses, and a division of social sciences is the location for 5%. Other departments were noted by 16% of the instructors, such as Educational Policy Studies and Administrative and Policy Studies in Education. Most departments offering the course have 25 or fewer majors (42%); 8% have 26-75 majors, 22% have 76-150 majors, and 28% have over 150 majors.

Instructors report that 61% of the students are education majors, 23% are sociology majors, and 16% have other majors. Such other majors include women's studies, psychology, journalism, and "General". Regarding the required status of the course, 23% note that it is required for all education majors, none report that it is required for all sociology majors, 23% report that it can satisfy a distribution requirement, 6% report that it is required for some other major, 34% report that the course is purely elective, and 14% checked the "other" category (e.g., course can be used for

those credentialed in other states to meet California requirements).

The mean size of the class is 24; in the vast majority of the cases the class attracts 20 or fewer students, although one instructor noted an enrollment of 165. In short, the average class size is fairly small. Excluding those situations where the course has been taught for only a few years, 41% of the respondents note a decline in enrollment over the last five years, 33% report stable enrollment, and 26% report increased enrollment. That most of the instructors report a decline parallels the declining interest in the field of education reported in various national studies.

Table 1 reports the results for the number of hours spent on each topic. By far, the topic receiving the most attention is stratification (4.53 hours). This value perhaps reflects the centrality of stratification in most sociological analyses, and may also reflect the concern among sociologists of education with inequality of access to schooling. "School/ classroom as a social system" and "historical background" are next (2.66 and 2.61 respectively), followed by "organizations/ bureaucracy" (2.51), "socialization" (2.47), and "culture and education" (2.40). "Theory" (2.20) and "educational environment" (2.07) comprise the remaining topics receiving at least two hours of coverage. Topics receiving less than one hour each include "introduction" (.97), "effective schools" (.89), "higher education" (.84), "certification process" (.76), "occupations" (.66), and "teaching techniques" (.27). Interestingly, "other topics" receives a relatively high ranking (1.97 hours), reflecting the diversity of coverage. This category includes such topics as "desegregation," "educational change," "urbanization," and "school law."

In addition to stratification, the results show a primary concern with theory and history and with examining schools as organizations/systems. The social contexts categories also receive considerable attention, reflecting sociologists' concern with exposing students to the social influences on schools and their members. Topics covered in lesser detail are generally less directly connected to the key elements of the sociological approach; examples of such topics include social psychology, certification, and teaching techniques.

The results for the frequency of teaching method are reported in Table 2. The results show that lecture and discussion are by far the most frequentiy used techniques. Twenty-two instructors ranked lecture first and ten ranked it second, while 12 ranked discussion first and 18 ranked it second. It seems that most instructors lecture most of the time, although such lectures are usually combined with discussion. The seminar approach is the next most frequently used, with 7 ranking it first, 1 ranking it second, and 4 ranking it third. Class projects follow, with 2 ranking it first or second, 11 ranking it third, and 7 ranking it fourth. Audio-visual approaches are next, with 2 ranking it first or second, 5 ranking it third, and 6 ranking it fourth. Simulation and role-playing as well as field work are used much less frequently.

The memberships reported by the respondents in part reflect the distribution of the questionnaires; notification of the project was placed in the publications of the American Sociological Association and the American Educational Research Association. ASA membership was reported by 80%, ASA Sociology of Education Section membership was reported by 77%, 57% reported membership in AERA (Division G), and 40% reported other salient memberships (most commonly other sociology associations and other education associations).

In short, the results show a considerable degree of diversity in the nature of the sociology of education course. It serves a diverse student clientele, it is taught in two distinctly different schools (arts and science and education), it meets the needs of both sociology and education majors, it is taught in classes ranging from the very small to the very large, it is taught primarily by lecture and discussion, and it covers a wide variety of topics. Within the variations on these items, the results reviewed above also show some general patterns. Although enrollment in the course has declined, the results show the course to serve a very important role in both the sociology and the education curricula.

TABLE 1 Number of Hours Spent on Each Topic

Topic	Mean # of hours
Stratification	4.53
School & classroom as a social system	2.66
Historical background	2.61
Schools as organizations, bureaucracies	2.51
Socialization	2.47
Culture and education	2.40
Theory in field	2.20
Educational environment (social context)	2.07
Social context of education	1.99
Other topics	1.97
Labor market and education	1.89
Cross cultural perspective	1.87
Special groups - religious, race, ethnic, handicapped	1.87
Roles in schools and role expectations	1.80
Control of education	1.76
Teaching as an occupation/profession	1.47
Sex roles	1.39
Peer subcultures	1.33
Student achievement	1.27
Functions of education	1.23
Research designs	1.10
Social psychology (interaction, self-concept)	1.04
Private-Public Schools	1.00
Introduction to field	.97
Effective schools	.89
Higher education	.84
Certification process	.76
Occupations	.66
Teaching techniques	.27

TABLE 2 Rank Order of Teaching Methods Used

Method	1st	2nd	3rd	4th	5th	6th	7th
Lecture	22	10	0	1	1	0	0
Discussion	12	18	3	0	0	0	0
Audio-visual	1	1	5	6	4	4	0
Seminar	7	1	4	3	1	0	0
Projects	1	1	11	7	1	2	0
Simulation-Role-playing	0	0	2	2	4	1	1
Field work	0	1	0	3	4	1	1
Other	0	0	0	0	0	0	0

RESOURCES FOR STUDY IN SOCIOLOGY OF EDUCATION:

For faculty and students reading and researching in the field, the following list of resources - journals, data sources, and indexes - is vital information. (Much of the following list is taken from the syllabus of Paul Lindsay, UNC - Greensboro.)

RESOURCES FOR STUDY IN SOCIOLOGY OF EDUCATION

Paul Lindsay, Department of Sociology, UNC-Greensboro

I. Journals

A. Sociological

American Journal of Sociology
American Sociological Review
British Journal of Sociology
Contemporary Sociology: A Journal of Reviews
Free Inquiry in Creative Sociology
Pacific Sociological Review
Social Forces
Social Problems
Social Research
Sociological Inquiry
Sociological Quarterly
Sociology of Education

American Journal of Education
Sociometry
Urban Review

B. Educational

American Educational Research Journal
American Journal of Education
American Journal of Higher Education
Comparative Education Review
Educational Evaluation and Policy Analysis
Educational Researcher
Harvard Educational Review
Review of Educational Research
Review of Research in Education (Annual Volumes)
Teachers College Record

C. Other

Annals of the American Academy of Political and Social Science
Policy Studies Journal
Social Policy
The Public Interest

II. Sources of Data

Current Population Reports (Bureau of the Census)
Digest of Educational Statistics
Educational Statistical Handbook
Handbook of Labor Statistics
Historical Statistics of the United States
Index of International Public Opinion
International Gallup Polls
Johnston, Lloyd D. et al., Monitoring the Future: Questionnaire's Responses from the Nation's High School Seniors
Social Indicators
Statistical Abstract of the United States
World Almanac and Book of Facts

III. Encyclopedias and Indexes

ERIC Resources in Education
International Encyclopedia of the Social Sciences
Social Sciences Index
Sociological Abstracts

ASSIGNMENTS, PROJECTS AND EXERCISES IN SOCIOLOGY OF EDUCATION COURSES

The value of a course for students is determined in part by their active participation in materials related to the course. The following assignments represent some approaches used by instructors to involve students in Sociology of Education.

SAMPLE OUT-OF-CLASS ASSIGNMENTS:

1. Field Study

Describe the community where you grew up or where you now live or teach using the following elements:

I. Social Class structure
   - A. How many classes did there appear to be?
   - B. What criteria were used for classification?
   - C. Describe in concrete terms outward manifestations of each class.
   - D. How firmly were the class lines drawn? (was mobility possible?
   - E. Are you satisfied that a system of social classes operated in your community? Why or why not?

(It is important to draw relationships between what is discussed in text material and your own impressions.)

II. Describe and evaluate the role of the school in the setting discussed. Use varied sources of data such as interviews, news items, library records, government files, observation, books and periodicals for additional documentation.

Edward J. Nussel
University of Toledo

2. Educational Experience

Think about your own school experience, either at the elementary of secondary level. Describe your particular classroom, school and the neighborhood, town or section of the city (where it was located) by focusing on the social class structure. How many social classes were there? Were class lines clearly drawn? What was the social class of the students in your school? Your classroom? Your teacher's social class? How did social class stratification effect the teaching and learning in your educational experience?. Were there different racial and ethnic groups represented in your class? Did this effect the classroom? Use material and information from your texts and other references to document your descriptions. Use informants, friends and others as sources for the information about your school experience.

Edith King
University of Denver

3. Educational Problems

As our social, political and economic systems grow larger and more complex, the effort to understand them becomes increasingly difficult. Select one social problem related to education, schools and schooling. Describe the problem. Discuss its ramifications locally, nationally and cross-culturally if appropriate. Present possible solutions or strategies to ease the problem. Use the Ballantine text section at the close of each chapter labeled "Putting Sociology to Work" for suggestions of appropriate topics and for documenting your problem.

Edith King
University of Denver

4. Sociological Issues in Education

Select an issue of interest to you, or one of the suggested topics below. (If suggested topic, follow instructions.) In each case your paper should have a theoretical base from the early course discussions and readings.

A. Selecting your own topic:

1. Describe your issue.

2. Plan how you will address it (how to study it, questions to ask, etc.).

B. Suggested topics:

1. Student or teacher interviews: select a topic (i.e. discipline, sex roles, sex education). Select articles on this topic and define your problem. Design a questionnaire on your topic to give to 6-10 teachers or students. (You can check questionnaire with me.) Summarize your project in a paper:

. problem

. summary of readings

. methodology (How did you do study and who did you interview?

. results (summary of findings)

. conclusions (Relate to a theoretical perspective and course material.)

2. TV projects (Observation Study). Outline ahead what you are looking for and keep records. Watch approximately 4-5 hours of varying types of children's TV - "educational" to total entertainment (i.e., Sesame Street, Mister Rogers, Electric Company, Saturday morning cartoons, etc.). Compare and write comments on these from a sociological perspective--socialization,

race, sexism, etc. Be sure to watch a variety so you can make judgments.

Goals for Project:

1. To enable you to utilize a sociological perspective in studying an issue.
2. To allow you to explore an issue of interest and concern to you.
3. To give you experience in using a sociological method.

Jeanne Ballantine
Wright State University

5. Field Study in Schools.

Select one of the following options:

Visit one or two schools in order to make sociological observations. (If you do one school you must go into more depth in observations and interviews.)

A. Outline exactly your goals, what you wish to ask in an interview, and what you plan to observe

B. Make appointments to observe and talk with a selected person in the school.

C. Write a paper including the following:

1. your goals
2. descriptions of your visits (where, when, who spoke with, what level, etc.)
3. sociological findings from visit.
4. comparison between schools (if relevant)
5. conclusions.

Jeanne Ballantine
Wright State University

6. Articles Analysis Paper

1. Find one research article on a topic covered either in class readings or lecture. This article must reflect a sociological approach to education. You may wish to select journals referenced in either the text or the readings. Or you may wish to check such journals as:

   Sociology of Education
   Pacific Sociological Review
   Sociological Quarterly
   American Sociological Review
   American Journal of Sociology
   Sex Roles
   Social Science Quarterly
   Sociological Focus
   Psychology Today
   Harvard Educational Review

2. Find one article on a topic covered in class or readings of the Newsweek type that we read earlier in the semester. You may wish to check Time, Newsweek, New York Times, Today's Education, daily newspapers, or the like. Please do not pick strictly educational topics such as which reading program is best, how to improve discipline, etc.

3. They may both be of the research type (#1) if you wish, but they may not both be of the popular press type (#2).

4. Both must have been published in the last year.

5. You may select a book instead if you wish, but check with me on its relevance.

6. For both,

   a. include a copy of the article
   b. summarize the article
   c. indicate its relevance for this course; i.e., a sociological approach to education
   d. include your reactions to the article

7. Criteria for grading:

   --accuracy of summary
   --integration with text and class
   --level of critical analysis as opposed to summary
   --grammar, syntax, composition

8. Length: 4-7 pages

9. Should be typed, double-spaced. Typing need not be perfect, but do pencil in corrections.

Theodore Wagenaar
Miami University

7. Inside High School paper: (by Philip Cusick, New York: Holt, Rinehart & Winston, 1973).

1. Read this book with two purposes in mind. First, pay attention to some of the specifics; some of these will appear on exams. Second, write a paper relating this book to other reading materials and lectures.

2. Regarding the second purpose, focus particularly on the section in the course on the organizational structure of schools. In addition, look for such things as:
--who controls this school
--evidence of information control
--relationship between school and immediate and larger environment
--stratification
--role or peers and parents
--sex roles and sexism
--effects of school and family
--the professionalization of teaching
--etc.
In short, relate the book's content to the course content.

3. You may also wish to have your introductory sociology book handy to look for things like role conflict, role strain, subcultures, norms, values, types of groups, etc. particularly if you have trouble dealing with #2.

4. The paper should be a well-written analysis of the book, not just a listing of examples. In short, analyze Gates High School with the concepts used in this course. You need not deal with all possible concepts; select those which seem most relevant.

5. Criteria used in grading this paper include:

--accuracy with which Cusick book is examined
--use of specific examples from Cusick
--extent to which book is used to analyze school organizational structure
--number of other concepts book is related to
--extent to which sociological concepts are used
--extent to which paper reflects an integral, organized, and synthetic approach as opposed to merely listing examples
--grammar, syntax, composition

6. Must be typed, double-spaced. Typing need not be perfect, but please pencil in corrections.

7. Length: 7-11 pages

Theodore Wagenaar
Miami University

8. An educational autobiography

This assignment is to write an educational autobiography. Examine and describe your own educational career being careful to use some of the sociological concepts we used in class (and used in readings). Describe your educational career in general but also include specific examples where relevant.

Types of things to look for:

--teachers' roles
--school structure
--peer group structures (were you an isolate or a star? Why?)
  --which peer group(s) did you belong to in high school? Why?
  --which peer groups do you belong to here at Miami? Why?
--what impact did your parents, peers, teachers, etc. have on you?
--did your school exhibit any of the climate or context variables we talked about?
--what did you notice about stratification in your school and community?
--was your mother an A mother or a C mother?
--types of teachers you've had (who were the really good ones? Why?)
--particular innovations experienced
--who controlled the schools systems in your community?
--what examples of sex role stereotyping did you experience?
--what impact has your education had on what makes you you?
--etc.

These topics are illustrative only. Make the paper a thoughtful, creative, synthetic, well-written analysis of your educational career as seen through the eyes of one now familiar with some basic concepts, principles, and research in the sociology of education.

The criteria used in grading this paper are:

--number of different concepts/issues dealt with
--extent to which paper reflects sociological analysis
--extent to which you draw on elementary, secondary, and university experiences
--extent to which you interrelate concepts
--extent to which you explicitly note readings/lecture ideas relevant
--grammar, syntax, composition

Must be typed (penciled corrections fine)

Length: about 6-7 pages

Theodore Wagenaar
Miami University, OH

Project Ideas

Visit schools serving communities of different socio-economic status to note similarities and differences. Try to make appointments to talk with someone and/or visit a class.

Observe and/or work in an educational institution (day care center, elementary, secondary school, college, etc.) and note features of that social system.

Observe and/or work in educational environments where new ideas, techniques, and structures are used.

Investigate the features and consequences of various grading procedures. Develop a grading plan of your own.

Examine the roles that guidance counselors or other support personnel play in high school and/or in college.

Investigate various aspects of racial desegregation, including plans, like busing, to promote desegregation.

Compare private and public educational institutions in terms of goals, social system, roles, etc.

Investigate parochial education.

Study attitudes of administrators, faculty, students, parents and alumni of an educational institution to see where there are consistencies and inconsistencies.

Leila Rosen Young
Georgetown University

SAMPLE IN-CLASS PROJECTS

Role Playing

Select a situation to simulate. Describe that situation and assign class students to roles. Students research their role and act it out on assigned day.

Example: An open school board meeting on a controversial issue such as busing, sex education, or tax levies. Have students represent different sides of the issue and be prepared individually or as a group to defend their position.

Jeanne Ballantine
Wright State University

Debates

Each student will be expected to participate in three debates during the semester. Each debate will represent 20 percent of the student's grade. The debates will be presented orally to the class and as written documents. They will be evaluated largely on written content and partly on oral presentation. In regard to the written content the report should typed and prepared, at least in part, as a library research paper. The style of organization, including documentation, should be consistent throughout the report. Display of references in the written report should follow the format shown on the last page of this outline. Both the written and oral presentations should make generous use of graphics whenever feasible. Demonstration of the use of a wide range of source material will be viewed as very important. Students are strongly advised to begin preparing their debates at least three to five weeks in advance of presentation. The written report will be due the same day as the oral presentation. Students will submit their preferences for debate topics the first class meeting, and the instructor will use the lists of students' preferences to assign topics. Students are to choose from the following debate topics:

Debate 1: Is Social Experience the Key to Quality Education?
Debate 2: Should Greater Teacher Accountability be Required?
Debate 3: Should we Abandon Bilingual Education?
Debate 4: Is Competency Testing Necessary to Assure Educational Quality?
Debate 5: Do we Need Drastic Changes in Schooling?
Debate 6: Should Schools Determine What is Learned?
Debate 7: Should Compulsory Education be Abolished?
Debate 8: Should the Federal Role in Education be Increased?
Debate 9: Are the Schools Achieving Desired Social Goals?
Debate 10: Is Religion Essential in Education?
Debate 11: Does Behavioral Control Provide the Best Learning Environment?
Debate 12: Should the Schools Promote Cultural Pluralism?
Debate 13: Are Tuition Tax Credits an Appropriate Federal Function?
Debate 14: Should Creationism be Kept Out of the Science Curriculum?
Debate 15: Are Schools the Appropriate Forum for Sex Education?

E. H. Epstein
University of Missouri, Rolla

POST-TEST

Education 306 - Sociocultural Foundations of Education
Interpretation Survey - Spring, 1983

Jim Wallace
Lewis and Clark College

NOTE: I used the same pre/post survey I used when I taught this class in the spring of 1977. Although the materials and issues of the course had changed somewhat, I was curious to see how student responses might have shifted during the intervening six years.

a = strongly agree
b = agree
c = no opinion
d = disagree
e = strongly disagree

		a	b	c	d	e	
PRE	1.	0	6	1	12	1	American schools have been effective in integrating immigrants into the social "melting pot."
POST		0	5	1	11	3	
PRE	2.	0	1	6	10	3	Consolidation into larger schools and districts has been educationally and socially beneficial.
POST		0	5	2	8	5	
PRE	3.	0	10	3	4	3	American schools have helped promote economic advancement for most students.
POST		1	7	2	10	0	
PRE	4.	2	9	5	3	1	American minorities have made most of their recent progress through education.
POST		3	11	0	4	1	
PRE	5.	3	13	1	2	1	Education is the major route to social mobility in American society.
POST		4	14	1	1	0	
PRE	6.	3	8	0	9	0	Education is the most influential institution in American society.
POST		7	5	0	7	1	
PRE	7.	0	2	2	13	3	Schools have been effective in breaking down social class lines in America.
POST		0	3	1	10	6	
PRE	8.	1	8	2	7	2	Direct public involvement in educational decisions has increased during the last century.
POST		2	10	1	6	1	
PRE	9.	1	3	12	4	0	Teacher organizations have been becoming increasingly unprofessional during the last decade.
POST		2	1	2	13	2	
PRE	10.	0	1	4	14	1	Intelligence and achievement testing has resulted in improved grouping and instruction.
POST		0	3	1	13	3	
PRE	11.	0	6	7	7	0	Schools have been a major instrument of social reform in American society.
POST		1	10	1	7	1	

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June 21, 1983

INTERPRETATION:

I would interpret all of these statements (except number 9) as rather optimistic positions concerning the role of American education in society. Thus I would expect the effect of our reading and discussion might be to move students toward disagreement. This would represent a shift towards demythologizing and realism. However, this expectation was not met in this class. In six cases (numbers 2, 5, 6, 8, 10, and 11) students moved toward agreement. They shifted toward disagreement in five cases (numbers 1, 3, 4, 7, and 9). The net effect, then, is a slight shift toward optimistic interpretations of the effects of education. A more significant effect is the movement of students from the "no opinion" column. Students chose "no opinion" on 33 items on the pre-test and on only 12 on the post-test.

CONCLUSION:

1) The class succeeded in increasing student awareness of educational issues to the point where they were able to take positions on a larger number of issues.

2) I was, if anything, too cautious about influencing the direction of student opinion. In spite of our readings and discussions, which I felt had a distinct demythologizing emphasis, students slightly increased their optimism about the effects of American education. Ironically, this increases my optimism about our students. The members of this group, at least, were able to reach their own conclusions concerning educational issues and to disagree with my interpretations.

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TEXTBOOK REVIEWS

by

Edith King and Shirley Smith, University of Denver

CRITERIA USED FOR THIS SELECTED LIST OF BOOKS

The following strategy was utilized in selecting the books in the sociology of education for review: The major texts or volumes most frequently cited in questionnaires returned by instructors of sociology of education courses were obtained by the reviewers. Mainly American texts were cited, but several British offerings were included because they were frequently used texts for graduate level courses. The books included here for review are most often considered textbooks for courses in the sociology of education. However, several are textbooks listed for courses in educational foundations or as books reporting research about schools and the educational system.

The reviewers attempted to make each review concise, stating the general content of the book, the objectives of the authors and the major orientations or theoretical perspectives in the volume. The intended readership of the book was also noted.

These book reviews were prepared by Edith King and Shirley Smith of the School of Education, University of Denver.

TEXTBOOKS USED BY PROFESSORS OF THE SOCIOLOGY OF EDUCATION
As Listed in Questionnaires and Syllabi for Courses

Ballantine, Jeanne H. The Sociology of Education: A Systematic Analysis. Prentice Hall. Englewood Cliffs, NJ: 1983.

Boocock, Sarane S. Sociology of Education: An Introduction (second edition). Boston: Houghton Mifflin, 1980.

Bowles, Samuel and Herbert Gintis. Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life. London: Routledge and Kegan Paul, 1976.

Cosin, B. R., et.al. (editors). School and Society: A Sociological Reader (second edition). London: Routledge and Kegan Paul, in association with the Open University, 1977.

Hurn, Christopher J. The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon, 1978.

Karabel, Jerome and A. H. Halsey (editors). Power and Ideology in Education. New York: Oxford University Press, 1977.

Metz, Mary Haywood. Classrooms and Corridors. Berkeley: University of California Press, 1978.

Parelius, Ann and Robert J. Parelius. The Sociology of Education. Englewood Cliffs, NJ: Prentice Hall, 1978.

Persell, Caroline H. Education and Inequality. New York: The Free Press, division of Collier Macmillan, 1977.

Spring, Joel. American Education: An Introduction to Social and Political Aspects. (2nd ed.). New York: Longman, 1982.

Webb, Rodman B. Schooling and Society. New York: Macmillan Publishing Co., 1981.

Ballantine, Jeanne H. The Sociology of Education: A Systematic Analysis. Englewood Cliffs, NJ: Prentice Hall, NJ, 1983.

This textbook, specifically designed for sociology of education courses, features diverse theoretical approaches --functionalist, conflict and interactionist--rather than a single approach often found in other textbooks. It focuses on a variety of issues that concern schools and schooling, and the application of sociological knowledge to the educational enterprise. The author states that in order to present the material to students in a meaningful way, the framework of the open systems approach, drawn from general systems theory, is used throughout the chapters of the book as a unifying framework.

This textbook includes chapters that discuss the importance of the process of social stratification on education, the formal roles and status within the bureaucracy of the school, the informal or "hidden" curriculum, the system of higher education and comparative views of education systems around the world, environmental influences, educational alternatives and change processes. Further, this book does not focus on only one level of the educational system but includes discussions of schools at elementary, secondary and higher education levels drawing examples and anecdotal material from American, British, Russian and other crosscultural materials on classrooms.

The author realizes students in the sociology of education are and will be directly involved in schools and classrooms. Therefore, this text can be used to stimulate discussion and allow other topics to be introduced into the course. Some useful features of this textbook include project suggestions at the end of each chapter, and an instructor's manual complete with film list, classroom teaching techniques and aids, and test questions.

Boocock, Sarane S. Sociology of Education: An Introduction (second edition). Boston: Houghton Mifflin, 1980.

This textbook for sociology of education courses is mainly for graduate level offerings. The book is distinctly research-oriented, and has been utilized by instructors who wish to emphasize research in sociology and education. This book details many research studies in the field in a careful, scholarly, and succinct manner. Boocock states that her purpose is to describe and place in context some of the best research and the most important findings in the sociology of education.

As well as containing an indepth chapter on sociological theory, methodology and research designs, the book discusses socioeconomic status, the school and the classroom as a social system, roles and status, the school bureaucracy and the impact of government on the schools. The text also covers crosscultural aspects and comparisons between societies and schools.

Boocock is interested in learning theories, too, and presents an orientation to learning theories in the first chapter. In fact, the first edition of this text was titled An Introduction to the Sociology of Learning. This concern about what sociologists know about learning makes this text somewhat unique among texts in the field.

The emphasis in Boocock's book on research is reiterated even in the closing statement: "Moving the sociology of education to the next developmental stage requires a combination of theoretical and methodological sophistication, self-awareness, and capacity to conceptualize learning problems from multiple points of view that can certainly not be achieved without major changes in the way sociological research is conducted." (p. 323)

Bowles, Samuel and Herbert Gintis. Schooling in Capitalist America: Educational Reform and the Contradictions of Economic Life. London: Routledge and Kegan Paul, 1976.

This book is of value to those who are concerned with inequality of education, and especially for those who are concerned with educational reform and change. The authors raise several interesting and thought-provoking questions: Is there a relationship between the American educational system and the American economic life? What role does our capitalistic economy play in furthering inequalities in human development and economic rewards? The answers to these questions are found in the authors' comprehensive reconstruction of the role of education in economic life.

The book explores studies by social scientists and other writers who are concerned with the prevailing degrees of economic inequalities and personal development defined by the capitalistic system. The book includes chapters which discuss the failure of liberal educational reforms, the reproduction of inequalities through the repression of mobility of the working class into the elite, the evolution of the educational system, and the way it has intensified the contradictions and conflicts of the capitalistic society. Furthermore, the book focuses on the development of social relations of higher education and the integration of higher education into the wage-labor system.

The view expounded in the book is that governmental bureaucracies have not been responsive to the needs of the masses; rather, they have been responsive to groups in proportion to their economic power. Economic democracy should be a precondition to truly representative government. As the authors state, "A revolutionary transformation of social life will not simply happen through piecemeal change. Rather, we believe it will occur only as the result of

prolonged struggle based on hope and total vision of a qualitatively new society, waged by those social classes and groups who stand to benefit from the new era."

Schooling in Capitalist America is a thorough but readable account of an important facet of the American educational system. This work is a useful supplemental reading for graduate students.

Cosin, B. R. et.al. (editors). School and Society: A Sociological Reader (second edition). London: Routledge and Kegan Paul in association with the Open University, 1977.

Prepared by the School and Society course team of the Open University as a companion reader for the courses in the sociology of education, this collection of articles and readings in the field has proven to be a popular and highly acclaimed contribution to the sociology of education in the United States as well as in Britain. The first edition came out in 1971 and the second edition has found a wide readership beyond the Open University courses on both sides of the Atlantic. The audience for this book is intended to be anyone interested in the educational system and its broader social context.

The book contains five sections of selected readings grouped by the following topics: "Teaching and Learning as the Construction of Reality;" "The Culture of the School and the Teacher's Presentation of Self;" "Social Class and Sociolinguistic Codes;" "Ideology in Education;" and "Social Class and Selection." All topics are of current interest in the sociology of education in America and draw from the work of well-known American sociologists such as Erving Goffman, Peter Berger, Herbert Blumer, Howard Becker and Blanche Geer. These American orientations together with material from highly regarded British sociologists such as Basil Bernstein and A.H. Halsey make this volume of readings a valuable resource in the sociology of education for both beginning and more advanced students in education and sociology.

Hurn, Christopher J. The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education. Boston: Allyn and Bacon, 1978.

The textbook, written for graduate level sociology of education classes, goes beyond the conventional analysis of current ideologies--the functionalist paradigm and the popular radical paradigm. By addressing those ambiguous areas that exist somewhere between these paradigms and the realities of today's educational system, the author presents a different interpretation of the relationship between schooling and society.

The textbook includes an extensive comparative study of the functional and radical paradigms. Various chapters discuss the conflicting interpretations of the functionalist and Neo-Marxist theories; the importance of equality of opportunity, mobility, and meritocracy; the implications of Jenck's study on the impact of different kinds of schools on students' test scores. As well as containing an indepth study on the self-fulfilling prophecy hypothesis, the book also looks closely at the "hidden curriculum" and its effects on schooling, socialization, and cultural transmission. Lastly, the book discusses the obstacles such as, ideological commitments and preconceptions that cause difficulties in implementing change in our schools.

Hurn's book is useful in presenting a new model for looking at schools: As he states: "This different model does not overestimate the extent to which schools serve the needs of the new, more rational and humane industrial society or the demands of capitalist elites for repression and subordination. Both the functional and radical models, in other words, overestimate the closeness of fit between schools and society."

Karabel, Jerome and A. H. Halsey (ed.) Power and Ideology in Education. New York: Oxford University Press, 1977.

This book was not conceived as a textbook for the sociology of education or for courses in social foundations, as those texts previously discussed. However, over the past seven years since its publication, this book has served as a text or an ancillary text with correlated readings for graduate level courses in the sociology of education. Edited by Karabel and Halsey, it contains a major essay on research in the social aspects of education by the editors and 37 articles by prominent American and European social scientists. The material in this book definitely calls for a mature and experienced student in the field because of the level of research. The subject matter undertaken by the contributors to this volume is complex and highly theoretical.

The outstanding and now almost classic essay on interpretations of educational research in the sociology of education by Karabel and Halsey examines the contributions of functionalism, empiricism, neo-Marxist and neo-Weberian conflict theory, the "new" sociology of education and the classical tradition. It is a piece of literature in the field that is mandatory reading for any serious educational sociologist. The remaining readings in the volume are divided into six sections: "Education and Social Structure;" "Education and Social Selection;" "Education, Human Capital, and the Labor Market;" "The Politics of Education;" "Cultural Reproduction and the Transmission of Knowledge;" and "Social Transformation and Educational Change." The book offers some unique pieces such as a first-time translation of Durkheim titled "On Education and

Society"; some now classical pieces by Bernstein, Bourdieu, Boudon and Husen, European sociologists who are not as well-known in the United States as they should be; and some readings by American social scientists such as Trow, Dreeben, Bowles and Gintis, Rist. Katz, Tyack, and others. These articles are now often reprinted.

This extensive scope and coverage, including a more international view of theories in the sociology of education, makes Power and Ideology in Education an important contribution to teaching the sociology of education in the United States.

Metz, Mary Haywood. Classrooms and Corridors. Berkeley: University of California Press, 1978.

The book is a comprehensive and detailed report on the effects of school desegregation on the pursuit of equal education and the maintenance of order in the classroom. The main thrust of the book is on how the organization and assignment of authority in two desegregated schools affected both education and social order. The book gives an incisive account of the processes which gave rise to differing educational philosophies, and the consequences of these philosophies in the life of the students and on the school as a whole.

The book is designed around the author's comparative analysis and indepth study of two desegregated urban junior high schools. One school stressed student-centered teaching and an open democratic administration; the other school stressed content-centered teaching and a firm, centralized administration. In the book, Metz discusses the effects of social class on the racial composition of tracks, the adjustment of teachers and students to different ethnic and social class styles, the relationship of cross-cultural differences to educational inequalities, and social disorder.

The author minimizes the use of technical terms and statistical interpretations. Rather, her study focuses on classroom observation and participant interviews. Metz states that, "because research relied heavily on qualitative data and purposive sampling, the findings are open to highly subjective interpretations. The book is valuable reading for students, parents, educators, and social scientists who are concerned with the promotion of high academic achievement and good social relations in desegregated.

In the author's words, "Public schools have a paradox at their very heart. They exist to educate children, but

they must also keep order. Unless the children themselves are independently dedicated to both of these goals, the school will find that arrangements helpful for one may subvert the other. Yet to sacrifice either for the other is to default upon a school's most fundamental responsibilities to both the children and the society."

Parelius, Ann and Robert J. Parelius. The Sociology of Education. Englewood Cliffs, NJ: Prentice Hall, 1978.

The authors note that one of their major goals is to present some of the diverse theoretical perspectives that are currently advocated by sociologists of education. The book is appropriate for advanced undergraduates and graduate students. But at the same time, they eschew detailing extensive statistical studies, while accurately portraying the complexities of the literature on education and schooling. This text includes studies in higher education as well as material on elementary and secondary school levels. A unique feature of this educational sociology text is its attention to historical trends and aspects such as industrialization, bureaucratization and professionalization. There are also discussion of crosscultural aspects and the influence of political decisions on education.

The Parelius' close their book with a section on "Prospects for A Policy-Oriented Sociology of Education". They state:

> It should be obvious by now that there is no one universally accepted method for sociologists to involve themselves with the formation of public policy. There are many roles they can, and do, play, each of which has a potential impact on educational institutions. However, it should be obvious that the ability of sociologists to successfully contribute to policymaking depends as much on others beyond their profession as it depends on themselves. The receptivity of politicians, other professionals, and practitioners is of critical importance.

This perspective is a valuable contribution to the teaching of sociology of education.

Persell, Caroline H. Education and Inequality. New York: The Free Press, division of Collier Macmillan, 1977.

The book contributes to our knowledge of the processes which promote inequalities within the educational system. The presentation of diverse theoretical approaches to understanding the educational system makes this book an important resource for sociologists and sociology students, as well as for teachers and school administrators.

The author draws upon many research studies to provide analysis of the role of education in promoting inequalities. She focuses on how educational outcomes occur and why education and societal inequalities are related. The integrated theoretical approach which forms the framework of the book discusses the integration of variables from the societal, institutional, interpersonal, and intrapsychic levels.

Chapters in the textbook discuss the failure of the IQ, cultural, and/or teacher deficit theories to explain a number of anomolous findings; the formation of dominant groups in society and societal ideologies; the effect of teachers' attitudes and expectations on students' self-concept. A comparative analysis of urban, suburban, and private schools examines the origin and development of education and the way it interweaves with structure and purpose. Education and life outcomes are addressed in the concluding chapters. The author shows the interrelationships of the societal and institutional structures and the interpersonal and intrapsychic levels.

Useful features of the book are a comprehensive reference guide and appendices showing the results of studies on teacher behavior and teacher/student expectations.

Spring, Joel. American Education: An Introduction to Social and Political Aspects (2nd ed.). New York: Longman, 1982.

Although this book is advertised by the publisher as an introductory text for teacher education courses, it is generally regarded as a social foundations text. Its content and thrust more closely approximates Rodman Webb's book than the sociology of education texts described above by Ballantine, Boocock and the Pareliuses. Spring examines the traditional topics in the sociology of education such as the purposes of schooling, the profession of teaching, the effects of social structure in American education, problems in the inequality of educational opportunity, and the youth culture.

However, half of the text, the second part, focuses on political aspects of education, with discussions of power and control in education at the local school district level, the state level and the federal level. Spring also goes into detail in describing teachers' organizations and other interest groups in American education. The importance of legal rulings and Court's decisions on education are presented. These topics are the usual fare required by state accrediting agencies for teacher education certification programs. But this should not deter instructors in the sociology of education from choosing this text. Especially at the undergraduate level such topics are appropriate content for such a course.

Spring's commitment to the politics of education in this book are clearly stated in his preface:

> To be a good teacher, involves more than making decisions about methods of instruction; it includes as well making political, economic, and social decisions that can affect the entire society. This book's purpose is to acquaint prospective teachers with the political context in which they will work and with the major social, economic, and political issues related to education. (p. x)

Webb, Rodman B. Schooling and Society. New York: Macmillan Publishing Co., 1981.

The previously cited texts have been those specifically designed for sociology of education courses. Rodman Webb's text, Schooling and Society, has been written for courses in social foundations of education at the undergraduate and graduate levels. Webb emphasizes that his text offers the reader a critical analysis of schooling in America, a posture too often lacking in texts today, he asserts. Further, he states that the text does not presuppose much knowledge about the educational enterprise other than that gathered from attending schools in America. The book also attempts to steer clear of educational jargon.

The initial chapters of the book focus on the social foundations of education in American culture with highlights from the work of Durkheim, Carl Rogers and John Dewey. The majority of the book,however, deals with the typical content of the sociology of education--values, aims and objectives of education, family and school ties, the school as a social system, the bureaucracy of schools, educational research, social class and equal educational opportunity and school organization.

The unique aspects of this text are the author's focus in the beginning chapters on personal identity and forms of alienation in our society. Drawing deeply from the writing of Peter Berger, particularly from Berger and Luckmann's The Social Construction of Reality, Webb brings both sociological and anthropological discussions of culture to bear on schooling and the role education plays in American society. In later chapters, Webb reiterates these themes by showing the implications they hold for American values and the American way of life, reproduced by what is taught in classrooms across the country. The close of each chapter features a summary and suggested readings which are also annotated, a valuable asset of this text.

The editors note that the theoretical orientation of the book is the interactionist approach in the study of schools and schooling. However, it is evident that aspects of Neo-Marxist conflict theories and socio-cultural influences are also reflected in the readings chosen for this volume. The editors remark:

> Recently, there has been a resurgence of interest in this field. A notable feature of its development has been the fusion which has occurred of hitherto discrete intellectual traditions, particularly between some ideas of Marx, the phenomenology of Alfred Schutz and the social psychology of George Herbert Mead. A synthesis of these intellectual traditions is the basis for the selection of readings in this volume. (p. 2

List of Required Textbooks Used by Professors of the Sociology of Education
(Taken from Questionnaires and Syllabi)

1. Altbach, Philip and Robert Berdahl, eds. Higher Education in American Society, Buffalo, NY: Prometheus Books, 1981.
2. Ashley, B.J., H.S. Cohen, and R.G. Slatter. An Introduction to the Sociology of Education, London: MacMillan Education Limited, 1971.
3. Baldridge, J. Victor and Terrence Deal. The Dynamics of Organizational Change in Education, Berkeley, CA: McCutchan, 1983.
4. Ballantine, Jeanne H. The Sociology of Education: A Systematic Analysis, Englewood Cliffs, NJ: Prentice Hall, 1983.
5. Bereday, George. Universities for All, San Francisco, CA: Jossey Bass, Inc.
6. Boocock, S. Sociology of Education: An Introduction (2nd ed.), Boston: Houghton Mifflin, 1980.
7. Bossert, S. T. Tasks and Social Relationships in Classrooms, New York: Cambridge University Press, 1979.
8. Bowles, S. and H. Gintis. Schooling in Capitalist America, New York: Basic Books, 1976.
9. Chanan, L. and S. Delamont (eds.). Frontiers of Classroom Research, Slough, England: NFER, 1976.
10. Coleman, James S., Thomas Hoffer and Sally Kilgore, High School Achievement: Public, Catholic and Private Schools Compared, New York: Basic Books, 1982.
11. Coleman, James S. (ed.). Youth: Transition to Adulthood, Chicago: University of Chicago Press, 1974.
12. Collins, Randall. The Credential Society, New York: Academic Press, 1979.
13. Cosin, B.R., et.al. School and Society: A Sociological Reader, London: Routledge and Kegan Paul in association with the Open University Press, 1971.
14. Cusick, Phillip. Inside High School: The Student's World, New York: Holt, Rinehart and Winston, 1973.

15. Deem, Rosemary. Women and Schooling, London: Routledge and Kegan Paul, 1978.

16. Dennison, George. The Lives of Children, New York: Random House, 1970.

17. Dreeban, Robert. On What is Learned in School, Reading, MA: Addison-Wesley, 1968.

18. Durkheim, Emile. Education and Sociology, New York: Free Press, 1956.

19. Freire, P. Pedagogy of the Oppressed, New York: Free Press, 1956.

20. Greer, Colin, The Great School Legend, New York: Basic Books, 1973.

21. Hurn, Christopher J. The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education, Boston: Allyn and Bacon, 1978.

22. Illich, Ivan. Deschooling Society, New York: Harper and Row, 1971.

23. Jackson, Phillip. Life in Classrooms, New York: Holt, Rinehart and Winston, 1968.

24. Jencks, Christopher and David Riesman. The Academic Revolution, New York: Doubleday, 1968.

25. Jencks, Christopher, et.al. Inequality: A Reassessment of the Effects of Family and Schooling in America, New York: Basic Books, 1972.

26. Karabel, Jerome and A. H. Halsey (eds.). Power and Ideology in Education, New York: Oxford University Press.

27. Lightfoot, Alfred. Urban Education in Social Perspective, Chicago: Rand McNally, 1978.

28. Lortie, Dan. Schoolteacher: A Sociological Study, Chicago: University of Chicago Press, 1975.

29. Lowton, D. Social Class, Language and Education, London: Routledge and Kegan Paul, 1972.

30. Metz, M.H. Classrooms and Corridors, Berkeley: University of California Press, 1978.

31. Orenstein, D. and D. U. Levine. Foundations of Education (2nd ed.), Boston: Houghton Mifflin, 1981.

32. Parelius, Ann Parker, and Robert J. Parelius. The Sociology of Education, Englewood Cliffs, NJ: Prentice Hall, 1978.

33. Persell, Caroline H. Education and Inequality, New York: Free Press, 1977.

34. Robinson, P. Perspectives on the Sociology of Education: An Introduction, Boston: Routledge Kegan Paul, 1981.

35. Skinner, B.F.. Walden Two Revisited, New York: Macmillan, 1976, 1948, 1916.

36. Spring, Joel. American Education: An Introduction to Social and Political Aspects, New York: Longmans, 1982.

37. Spring, Joel. The Sorting Machine, New York: McKay, 1976.

38. Webb, Rodman. Schooling and Society, New York: Macmillan Publishing Co., 1981.

LIST OF REQUIRED TEXTBOOKS USED BY PROFESSORS OF
THE SOCIOLOGY OF EDUCATION
(Taken from Questionnaires and Syllabi)

1. American Education: An Introduction to Social & Political Aspects, Joel Spring, New York: Longmans, 1982.
2. An Introduction to the Sociology of Education, B. J. Ashley, H. S. Cohen and R. G. Slatter, London: MacMillan Education Limited, 1971.
3. Classrooms and Corridors, M. H. Metz, Berkeley: University of California Press, 1978.
4. Deschooling Society, Ivan Illich, New York: Harper and Row, 1971.
5. Education and Inequality, Caroline H. Persell, New York: Free Press, 1977.
6. Education and Sociology, E. Durkheim, New York: Free Press, 1956.
7. Foundations of Education (2nd ed.), D. Orenstein and D. U. Levine, Boston, MA: Houghton Mifflin, 1981.
8. Frontiers of Classroom Research, L. Chanan and S. Delamont (eds.), Slough, England: NFER, 1976.
9. Higher Education in American Society, Philip Altbach and Robert Berdahl (eds.), Buffalo, NY: Prometheus Books, 1981.
10. High School Achievement: Public, Catholic and Private Schools Compared, James S. Coleman, Thomas Hoffer and Sally Kilgore, New York: Basic Books, 1982.
11. Inequality: A Reassessment of the Effects of Family and Schooling in America, Christopher Jencks, et.al., New York: Basic Books, 1972.
12. Inside High School: The Student's World, Phillip Cusick, New York: Holt, Rinehart and Winston, 1973.
13. Life in Classrooms, Phillip Jackson, New York: Holt, Rinehart and Winston, 1968.
14. On What is Learned in School, Robert Dreeban, Reading, MA: Addison-Wesley, 1968.
15. Pedagogy of the Oppressed, P. Freire, New York: Herder and Herder, 1970.
16. Perspectives on the Sociology of Education: An Introduction, P. Robinson, Boston: Routledge Kegan Paul, 1981.
17. Power and Ideology in Education, Jerome Karabel and A. H. Halsey (eds.), New York: Oxford University Press, 1977.

18. School and Society: A Sociological Reader, B. R. Cosin, et.al. London: Routledge and Kegan Paul in association with the Open University Press, 1971.

19. Schooling and Society, Rodman Webb, New York: Macmillan Publishing Co., 1981.

20. Schooling in Capitalist America, S. Bowles and H. Gintis, New York: Basic Books, 1976.

21. Schoolteacher: A Sociological Study, Dan Lortie, Chicago: University of Chicago Press, 1975.

22. Small Town Teacher, Gertrude McPherson, Cambridge, MA: Harvard University Press, 1972.

23. Social Class, Language and Education, S. Lowton, London: Routledge and Kegan Paul, 1972.

24. Sociology of Education: An Introduction (2nd ed.), S. Boocock, Boston: Houghton Mifflin, 1980.

25. Tasks and Social Relationships in Classrooms, S. T. Bossert, New York: Cambridge University Press, 1979.

26. The Academic Revolution, Christopher Jencks and David Riesman, New York: Doubleday, 1968.

27. The Credential Society, Randall Collins, New York: Academic Press, 1979.

28. The Dynamics of Organizational Change in Education, J. Victor Baldridge and Terrence Deal, Berkeley, CA: McCutchan, 1983.

29. The Limits and Possibilities of Schooling: An Introduction to the Sociology of Education, Christopher J. Hurn, Boston: Allyn and Bacon, 1978.

30. The Lives of Children, George Dennison, New York: Random House, 1970.

31. The Sociology of Education, Ann Parker Parelius and Robert J. Parelius, Englewood Cliffs, NJ: Prentice Hall, 1978.

32. The Sociology of Education: A Systematic Analysis, Jeanne H. Ballantine, Englewood Cliffs, NJ: Prentice Hall, 1983.

33. The Sorting Machine, Joel Spring, New York: McKay, 1976.

34. Universities for All, George Bereday, San Francisco: Jossey Bass, Inc., 1973.

35. Urban Education in Social Perspective, Alfred Lightfoot, Chicago: Rand McNally, 1978.

36. Walden Two Revisited, B. F. Skinner, New York: Macmillan, 1976.

37. Women and Schooling, Rosemary Deem, London: Routledge & Kegan Paul, 1978.

38. Youth: Transition to Adulthood, James Coleman (ed.), Chicaço, IL: University of Chicago Press, 1974.

DISCUSSION, REVIEW AND ESSAY QUESTIONS:

Some instructors provide students with questions based on text materials. Some samples are included here. These are used in several ways: for classroom discussion of issues; as review of course material; and on exams.

James W. Michaels.

REVIEW QUESTIONS

Hurn, Christopher, The Limits and Possibilities of Schooling, Boston: Allyn and Bacon, 1978

Hurn, Chapters 1 and 2

1. (a) According to Hurn, in what three (3) major areas have schools failed to do what we had hoped they would be able to do? (b) What kinds of evidence is used to support Hurn's conclusions of failure in each area?

2. According to the instructor, how do social scientists attempt to strengthen the internal and external validity of research findings in: (a) experimental research; (b) survey (causal modeling or path analysis) research?

3. According to Hurn, what are the major barriers to the scientific study of schooling and its effects?

4. (a) What differing interpretations of schooling are offered by the functional and radical paradigms? (b) What are the shortcomings of each paradigm?

Hurn: Chapters 3 and 4

1. According to Hurn, what are the implications/effects/consequences of educational expansion for youth and their socialization and training? (pp. 58-60)

2. Describe and contrast the functional and radical (Neo-Marxist) explanation for the expansion of schooling. In what way are both interpretations actually "functional" ones?

3. Hurn provides an alternative explanation for the expansion of schooling that does not require any assumptions involving an "invisible hand." (a) What is his alternative explanation? (b) Evaluate the logic and evidence involved in his argument.

4. How has the concept (definition/quality) of educational opportunity (EEO) changed in recent years? How could a fat-cat conservative and a wild-eyed radical agree on the desirability of EEO now while the latter argues that we do not.

5. Has the U.S. become increasingly meritocratic? (a) Distinguish between strong and weak versions of the meritocratic hypothesis. (b) Indicate which version the schools may not be able to provide regardless of what they do--and why. (c) Ideally, what kinds of data would we need in order to draw a confident conclusion either way? (d) What does the available evidence suggest?

6. Assume that schools actually did equalize the academic learning and performance of the various social categories (e.g., by race, sex, social class, etc.) through college. What factors might continue to operate to prevent a substantial decline in the correlation between parent's occupational status and that of off-spring?

7. Concepts: Educational expansion, status competition/educational inflation, EEO, open and closed societies, meritocracy (strong and weak versions).

Hurn, Chapter 5:

1. According to "school resource theory" differences in school quality and racial segregation account for a substantial portion of

the differences in academic achievement. What evidence is relevant to testing this theory and to what extent does it support the theory?

2. (a) What are the central questions in the "IQ debate?" (b) Describe and contrast Hurn's and Jensen's arguments and evidence on the question of whether or not genetic differences are involved in race differences in IQ scores. (c) How can the research findings of Scarr-Salapatek and Weinbert (When Black Children Grow up in White Homes) be used to support both environmental and genetic explanations for race differences in IQ scores.

3. (a) To what extent are Jenck's findings (Who Gets Ahead in America?) consistent with other findings covered in the course? (b) How should a person go about maximizing his or her occupational status and income? (c) What are the implications of Jenck's work that cause the reviewer (Yankelovich) concern?

4. Which findings reported by Peng et.al. (Access to Higher Education) should please, and which should displease: (a) someone wanting a strict meritocracy; (b) someone wanting to reduce social class, sex, and race differences in educational credentials earned.

5. Define: School resource theory, associative mating, cultural deprivation, the Duncan job prestice scale, racism, heritability, culture fair IQ tests.

Hurn, Chapter 6

1. It has been hypothesized that self-fulfilling prophecies in the form of teacher expectancy effects may facilitate the learning and performance of some students, while inhibiting that of others. (a) What steps would be necessary for such an effect to occur? (b) What evidence exists relevant to the question of expectancy effects and what conclusions can be drawn from the evidence?

2. Self-fulfilling prophecies may also operate in the form of teaching effects. What is the evidence on track placement effects and what conclusions does it suggest?

3. What evidence exists that is relevant to the question of whether or not student culture-academic climate in schools has an independent effect on academic performance and what does the evidence suggest?

4. What kinds of explanations are hypothesized by phenomenological and communication code theorists for why schools are unable to strengthen the performance of certain types of students?

5. (a) What evidence exists to suggest that teachers account for a significant portion of the variance in academic performance? (b) What factors associated with teaching have been found to be associated with effective teaching? (Class)

6. (a) How do males and females differ in academic abilities and actual performance? (b) What factors likely account for the observed sex differences? (Class)

7. Factors associated with academic achievement considered in the course can be divided into two major categories: (1) non-school factors; and (2) school factors. (a) What are the major factors considered thus far under each category? (b) Which category appears to account for more of the variance in academic performance? (c) Why do you suppose this is the case?

8. Define: Self-fulfilling prophecy, teacher expectancy effect, tracking, student culture/school climate, aspirations, sense of control, achievement motivation, phenomenological perspective, communication codes, operant conditioning/behavior modification, reinforcement, punishment, extinction, shaping, reward structures, TGT.

9. According to the instructor, what is currently "wrong" with traditional classroom reward structures and how does TGT correct those shortcomings?

Hurn: Chapters 7 and 8

1(a). What are the functionalist, radical, and Hurn explanations for what determines what schools try to teach? (b) List courses offered in public schools that are consistent with each of the three explanations. (c) From your own lists, what conclusion do you draw regarding the relative functions of courses offered?--i.e.; do they serve primarily society, elites, educators, or the students themselves?

2. What are the differing interpretations offered by radicals and Hurn for "the hidden curriculum" operating in schools?

3(a). According to Hurn, what are the manifest and latent functions of inter-school athletics and intra-school ceremonies (identify two latent functions)? (b) Assuming these things contribute to cohesion or solidarity within the school, under what conditions is increased cohesion likely to be associated with higher academic performance?

4(a). Explain how much of the current debates about what schools should be doing can be identified as a conflict between cosmopolitan and local values. (b) Which set of values is more consistent with EEO goals and why? Which is more consistent with the ideology of pluralism? (c) How might this conflict be resolved?

5(a). In what ways are schools similar to other bureaucracies and how are they different? (b) In what ways is the fact that a school is a bureaucracy likely to render substantial changes in schools problematic.

6. What are the probable reasons why parents feel they should have more voice in what schools do, and also consider their judgments just as valid as those of educators?

7. The radical perspective on education with its emphasis on the growth and development ideology supports the development of alternative, less structured schools (a) What are the advantages and disadvantages of free schools and open schools? (b) Are open schools likely to be functional or dysfunctional to EEO efforts? Why?

8. In what ways do the analyses of schools provided by Frye (Who Runs the Schools?) and the CBS Special Report (Is Anyone Out There Learning?) compliment, supplement, or contradict Hurn's analysis?

9. Define. Moral socialization, the hidden curriculum, cosmopolitan and local values, the norm of universalism, soft socialization, bureaucracy, professional autonomy, public accountability, free school, open school.

Hurn: Chapter 9

1 (a) When stripped of their ideological rhetoric, how are functional and radical views of the relation between schools and society surprisingly similar? (b) According to Hurn, what is major mistake common to both paradigms? (c) What is Hurn's view of this link?

2. Do schools do more to reduce or to increase inequalities in opportunities in America?

3. Just what does Hurn mean by "the limits and possibilities of schooling"?

4. (a) What kinds of school structures are probably best for: (1) transmitting a common body of knowledge and values, (2) maximizing the intellectual and emotional development of each student, (3) insuring equality among students in mastery of basic skills; (b) How optimistic is Hurn regarding the achievement of these various goals and why?

5. Illich has urged the "de-schooling" of society. According to Hurn, why couldn't we do away with compulsory schooling, tying career education to the workplace and returning education to the local community.

TEXTBOOK

REVIEW QUESTIONS

Boocock, Sarane Spence. Sociology of Education: An Introduction, (2nd ed.), Boston: Houghton-Mifflin, 1980.

Concepts: Boocock, Chs. 1 and 2: Sociology of Education/learning; learning; hidden curriculum; functions of schools (Supplement also); sampling (representative, random, and stratified); longitudinal and cross-sectional studies; experimental research; novelty effect; experimenter effect; survey research/statistical control; multivariate analysis; factor analysis; multiple regression/path analysis; correlation (path) coefficients; significance test; null hypothesis; significance level.

Boocock -- REVIEW QUESTIONS: CHAPTERS 3 AND 4

1. A multitude of studies report a substantial relationship between social social class (SES) background and academic achievement. Without going into family structure and inter-relationship variables, what are the things about SES that appear to contribute to this effect? (40-48)

2. How might lower and middle class families be distinquished in academically relevant values reinforced in the home? (42-44)

3. How do lower and middle class kids differ in linguistic development according to: (a) Bernstein and (b) Entwisle? How could they both be correct? (52-53)

4. Unlike many other racial/ethnic minorities, Oriental Americans do as well, or better than their white, majority group peers in academic matters. How has this been accounted for? As Oriental Americans become completely assimilated, should this advantage increase or decrease? (52-53)

5. Research on the relation between religious background and academic achievement consistently ranks Jews highest, large Protestant denominations second and Catholics third. What aspects of these religious systems have been used to explain these findings? (58-62)

6. Why is the identification of sources of influence within the family considered to be more problematic than relating ascribed social background characteristics to academic achivement? (66, class)

7. According to the confluence model of Zajonc, why can be expect SAT scores to increase in the near future? (68, class)

8. How can one simultaneously maintain that a child's independence and the child's internalization of adult values and expectations are both positively related to academic achievement? (75-76)

9. If you wanted your own child to benefit from the family life you provided, what kinds of family structures and interaction patterns would you try to create in the home? (Yes, I realize this covers all of Chapter 4.)

10. The point has already been made that family structure and inter-relationship variables related to academic achievement are also related to SES. But, as the Kahl study suggests, this need not be the case. So what would be wrong with home intervention programs designed to train all families how to provide academically beneficial family environments for their children?

11. (A) Define equality of educational opportunity (EEO) as you think it should apply in America. (B) Provide a rationale for your preferred definition of EEO (i.e., why do you think your definition is most appropriate?). (C) What particular problems would likely occur if your definition were actually adopted and acted upon? (D) State how we could determine to what extent we were approximating your preferred definition of EEO across time.

4. How has the concept (definition) of equality of educational opportunity (EEO) changed in recent years? How could a fat-cat conservative and a wild-eyed radical agree on the desirability of EEO, but the former argue that we have EEO now while the latter argues that we do not?

5. Has the U.S. become increasingly meritocratic? (a) Distinguish between strong and weak versions of the meritocratic hypothesis. (b) Indicate which version the schools may not be able to provide regardless of what they do - and why. (c) Ideally, what kinds of data would we need in order to draw a confident conclusion either way? (d) What does the available evidence suggest?

6. Assume that schools actually did equalize the academic learning and performance of the various social categories (e.g., by race, sex, social class, etc.) through college. What factors might continue to operate to prevent a substantial decline in the correlation between parent's occupational status and that of off-spring?

7. Concepts: Educational expansion, status competition/educational inflation, EEO, open and closed societies, meritocracy (strong and weak versions).

Boocock--REVIEW QUESTIONS: CHAPTERS 5 AND 6

1. How do females and males differ in: (a) general academic achievement throughout the formal education process; (b) in specific academic abilities? (85-88; 88-93; class)

2. What factors have been used to "explain" (at least on a post facto basis) the "reversal" in the academic achievement patterns of females and males as they progress through the educational system? (class mostly)

3. What kinds of socialization patterns in the home and at school likely contribute to the observed sex differences in school performance? (93-100)

4. The above question can also be asked in a more applied or policy oriented way. If you wished to strengthen your daughters' chances for long term academic achievement, how would you alter traditional sex-role socialization patterns in the home, and what changes in the schools would you suggest?

5. Are IQ tests "unfair?" Why or why not? If unfair, unfair to whom? (105-107; Supplement 17-19; class)

6. Regarding the origins of intelligence, what evidence and arguments have been offered supporting: (a) the role of genetic factors, and (b) the role of environmental factors in explaining IQ distribution within a population? (108-112, Supplement 19-22, class)

7. (a) Regarding the sources of Black-White differences in IQ scores, how are the findings of Starr-Salapatek and Weinberg consistent/inconsistent with the evidence and arguments offered in Jensen's article? (b) What are the educational policy implications of some day finding B-W differences in IQ scores are or are not at least partially due to genetic differences? In other words, what differences would it make?

8. (a) What are the implications of the four combinations of high and low creativity and intelligence for the students falling into these four categories? (b) Can creativity be taught? (113-118)

9. Considering the functions and consequences of ability testing, what rationales are offered for: (a) the retention, and (b) the termination of such testing? (119-120)

10. How might environmentalist investigators scientifically go about demonstrating that certain persistent social class, sex, or race differences are <u>not</u> genetically based? (A hint appears in the middle of p. 111--use your imagination and ideas from the research methods section).

11. Who, females or males, . . .

earn higher grades through high school? (85)
are awarded more National Merit Scholarships? (85)
have higher rates of high school graduation? (86)
have higher rates of college attendance? (86)
have higher rates of college graduation (aged 21)? (86)
are more social? (89)
are more suggestible? (89)
have higher self-esteem? (89)
are better at role learning and simple repetative tasks? (90)
report greater confidence in their college performance?
score higher on n Achievement under neutral conditions? (92)
are more stimulated by competition or peer presence? (92)
have greater "fear of success?" (92)
are encouraged more to be instrumental? (94)
are encouraged more to be expressive? (94)
take a "tougher stance" toward their daughters (95)
have higher college attendance rates when they have high ability and high-status fathers? (99)
have higher college attendance rates when they have either low ability or low-status fathers? (99)

12. How are the following variables related?

IQ score and academic achievement (103)
SES and IQ score (105)
Race and IQ score (105)
Sex and IQ score (class)
Test setting/atmosphere and IQ score (105-106)
Degree to which a test is culture free, and predictive power to academic performance (107)
Relational cognitive style and academic performance (113)
Parental behavior and creativity (114)
Creativity and disruptive behavior (116-117)

13. Define the following:

Chapter 5: Visual-spatial ability (class); instrumental-expressive dimension (93).

Chapter 6: Distinction between ability and achievement tests (103, class); one's IQ (104-105); culture free and culturally specific IQ tests (106-107); assortive mating (110); educability level (111); Bereiter-Engelman program (112); racism (Jensen's definition anyway); heritability (Jensen article, 81); sociologist's fallacy (Jensen, 84); cognitive style (analytic-cognitive or analytic-descriptive and relational styles) (113); creativity (113-114); I.Q.-ism (119).

Boccock - REVIEW QUESTIONS - Chapters 7 and 8

1. (a) What characteristics of modern schools are consistent with the bureaucratic model? (129-131) (b) To the extent that schools are bureaucracies, what implication does this have for relationships among principals, teachers, and students? (129-144). Considering all the complaints we hear about bureaucracies, why do you suppose practically all large organizations are structured that way?

2. According to the text, what are some of the sources of the role problems of principals? (132-133)
3. Can principals have an effect on student's learning out comes? How? (133-135)
4. What aspects of teachers' typical situations seem contrary to the ideal professional role of teacher? (135-139; 150-151)
5. What evidence is there that: (a) school counselors can have a significant impact on students' futures; and (b) that counselors may not always be advising in a purely meritocratic way? (140-141).
6. (a) What criticisms have been leveled at: (1) age grouping; and (2) ability tracking? (b) Are the critics of these two procedures likely to be the same or different people? Why?
7. How might ability track assignment independently affect one's educational aspiration and actual academic achievement? (143-144)
8. Which is likely to explain more of the total variance in academic achievement, differences across schools or differences across classrooms? Why? (Don't answer on <u>a priori</u> grounds.)

9. Can we reliably estimate teaching effectiveness by observation? What makes you think so? (148)

10. What type of leadership style is best in the classroom? (148-150)
11. What kinds of problems exist with the traditional teacher-student relationship and what types of negative student responses occur? (151-153)
12. (a) To what extent and what types of teacher expectancy effects have been supported by empirical evidence? (b) What steps in the causal chain would be necessary in order for significant teacher expectancy to occur? (154-160; class) (c) What do you suppose could be done to reduce the probability of expectancy effects?

13. What explanations have been offered for why classroom evaluation processes operate over time to produce increasing differentiation between students but increasing consistency in the position of a given student in the achievement hierarchy? (160-161).

14. <u>How are the following variables related?</u>

    a. Principal behavior and student learning (134-135)
    b. Teaching effectivenss and salary (136)
    c. Bureaucratization of school and teachers' sense of power (137)
    d. Teacher activism/unionization and teaching competence (139-140)
    e. Student's academic achievement and counseling services received (141)
    f. Role specialization and professionalization in schools and strength of staff-student relationships (142)
    g. K-8 system (vs. K-6) and academic orientation of 7th graders (143)
    h. K-8 system (vs. K-6) and positive self attitudes of 7th graders (143)
    i. Race/SES and ability track assignment (143)

j. Ability track assignment and subsequent gains in IQ, aspirations and academic achievement (143)
k. Observational measures of teaching effectiveness and students' academic achievement (148)
l. Teacher leadership style and student's academic achievement (148-150)
m. Teacher expectancy and student's academic achievement (154-160)
n. Satisfying intergroup relations and group performance (162-163)
o. Tutoring and academic achievement (164-165)

15. Define the following concepts:

Bureaucracy (129-131); EPL measure (133); particularism (as opposed to universalism (137-138); teaching (147); authoritarian, democratic, and laissez-faire leadership styles (148); self-fulfilling prophecy (154); teacher expectancy effect (154-159); reference group (162); sociometry/sociogram (162).

Boocock-- REVIEW QUESTIONS: CHAPTERS 9 AND 10

1. (a) What are the weaknesses of the typical classroom reward structure? (b) What basic reward structures compose TGT? (c) How does TGT overcome the basic weaknesses of the typical classroom reward structure? (179-80, TGT reading, class)

2. (a) What is behavior modification? (b) What are the criticisms of behavior modification? (180-82)

3. (a) What is classroom social climate and how is it measured? (b) What aspects of classroom social climate are related to student learning? (182-88)

4. What appear to be the advantages and disadvantages of attending a large rather than a small school? (193-94)

5. (a) What is the effect of SES composition of the school on the academic achievement of students? (b) How does social composition of the school affect the aspirations and performance of minority students? (194-98)

6. (a) Which seems to explain more variance in academic achievement, school social context or social climate? Why? (198-200)

7. What characteristics of teachers appear to be related to teaching effectiveness? i.e., If we wanted to select good teachers, what would we attend to and ignore? (200-203)

8. According to the research evidence, when (or for what purposes) would one be well advised to adopt the open classroom, and when should one adopt the more traditional structure?

9. (a) Why is multicollinearity a problem in determining school effects? (b) What two types of research/statistical strategies might be used to reduce the problem? (206, class)

10. Assume that you are hired as a consultant to a school system to recommend feasible changes in the schools that are likely to strengthen the academic performance of students. What changes would you recommend and which are likely to have the strongest and weakest effects?

11. How are the following variables related?

    a. class size and academic achievement (168-70)
    b. ability grouping and academic achievement (172)
    c. open classroom and academic achievement (174-76)
    d. open classroom and interaction patterns (175)
    e. communication structure and task performance (177, class)
    f. communication structure and satisfaction (177, class)
    g. classroom reward structure and academic achievement (179-82, class)
    h. classroom reward structure and group process (180, class)

i. classroom social climate and academic achievement (182-88)
j. teacher style (direct/indirect) and academic achievement (184-85)
k. teacher style and student attitudes (186)
l. school composition and academic achievement (191-92)
m. school size and participation rate (193)
n. school size and academic achievement (194)
o. school social context and aspirations/performance (195-98)
p. racial composition and aspirations/performance (197)
q. school social climate and academic achievement (198-200)
r. teacher "quality" and academic achievement (201)
s. teacher salary and academic achievement (204)
t. school facilities and academic achievement (204)
u. exposure to instruction and academic achievement (205)

12. Define the following concepts:

Classroom social context (170-73); ability grouping (171); reference group theory (173, 194); Moore's responsive environment (174); open classroom (174); communication structures (5 types) (177-78); classroom reward structures (4 basic types, typical classroom) (179, class); TGT (180, readings, class); behavior modification (180); token economy (181); FIAC (182-183); Walberg's LEI (187) school social context (194); school social climate (198); teacher "quality" (201); multicollinearity (206).

Boocock--REVIEW QUESTIONS: CHAPTERS 12 AND 13

1. (a) Who runs the schools? In other words, identify the major sources of influence on school policies and procedures (b) What demonstrated effects do these various sources have on the learning outcomes of students? (245-260, Frye reading)

2. (a) According to Boocock what three major educational inequalities has the federal government tried to address in the last 25 years and how have they been addressed? (b) What effects have the government attempts had on educational inequalities? (260-274)

3. Boocock notes that the use of social science research findings as a basis for formulating public policy has been increasing. What problems are inherent in this trend according to Levin? (261)

4. (a) What are the unresolved issues regarding the definition or conceptualization of educational equality or EEO? (b) What kind(s) of educational equality is/are feasible? (262-264)

5. (a) What kinds of task and reward structures predominate in America, Russia, the Kibbutz, and Chinese schools? (285-289) (b) How do American, Kibbutz, and Chinese schools differ in academic vs. productive work orientation? (289-291) (c) How do American, Kibbutz, and Chinese schools differ in ideological and moral instruction? (291-293)

6. Describe Israel's attempt to reduce educational inequality. How did they do? (293-295)

7. Why do you suppose the U.S. did so poorly in math achievement compared to other nations as shown on page 298? (297-301)

8. How does American education compare to that of other modern nations in terms of student learning outcomes? (295-301)

9. How are the following variables related?

a. Size of administrative staff and academic achievement. (249)

b. Number of ed. specialists and academic achievement. (250)

c. Neighborhood status and academic achievement. (258)

d. Public attitudes re. schools and academic achievement. (258)

e. Parental school involvement and academic achievement. (258-260)

f. School desegregation and educational equality. (264-268)

g. School desegregation and white flight. (265)

h. School desegregation and educational achievement of poor, minority kids. (266)

i. School desegregation and self-concept and aspiration of blacks. (267)

j. Magnet schools and racial integration. (269-270)

k. Community controlled schools and academic achievement. (271)

l. Community controlled schools and school climate. (271)

m. Community controlled schools and parental involvement. (271)

n. Educational vouchers and academic achievement. (273)

o. Educational vouchers and student satisfaction. (273)

p. Educational vouchers and parental involvement. (273)

q. National average class size and math achievement rank. (297-299)

r. National retentivity and average math achievement. (299)

s. National wealth and academic achievement. (302)

10. Define the following:

School board (250); status of neighborhood (252-256); educational equality (262-263); magnet schools (268); community controlled school (270); education vouchers (272); comparative education (277-279); world educational revolution (281); sponsored vs. contest mobility (282); Kibbutz (287); IEA (295-297); retentivity (299).

Boocock-- REVIEW QUESTIONS: CHAPTER 14

1. (a) Describe in general terms the learning environments depicted in the utopian literature on education.
   (b) Based on the material covered in this course, what outcomes would be likely if our schools were changed to approximate those depicted in the utopian literature? (313)

2. (a) What are the educational solutions proposed by: (1) Illich and (2) Hurn?
   (b) What are the shortcomings of these two proposals? (316, class)

3. According to Hurn (Boocock and instructor to some extent), what is it about schools that makes them so problematic and difficult to change? (class mostly)

4. What should be the role of the educational sociologist - conceptualizer, fact-finder, or activist/advocate? (317-318)

5. Although the course has focused on a wide variety of factors that affect academic achievement, two applied concerns have hopefully been salient throughout the course. The first is how to strengthen academic achievement in general, and the second is how to best provide for equality of educational opportunity (EEO) - or at least how to reduce educational inequality. Considering the empirical findings covered, feasibility, and public acceptance, what do you believe are the best educational strategies for serving these two goals? Consider the possibility that these two goals are somewhat incompatible and what kinds of compromises might be necessary. (Note that you must provide your own definition of EEO in order for me to properly evaluate your answer.)

6. What characteristics were common to all the highly effective inner-city schools described in the Reader's Digest article? (class)

7. (a) To what extent do the school problems identified in the CBS news special correspond to problems mentioned in the text?
   (b) Which of the proposed solutions have already been initiated?
   (c) Of those that have not already been widely adopted, which do you believe should be and why? (reserve reading, class)

8. Define the following:
   Interactionist theoretical perspective (311); black box model of research (312); nuturance model of schooling (314); home-based intervention programs (315); schools without walls (315); training/education distinction (316)

REVIEW QUESTIONS FOR JEANNE H. BALLANTINE, THE SOCIOLOGY OF EDUCATION:

A Systematic Analysis, Prentice Hall, Inc., 1983
By Jeanne Ballantine and Alan McEvoy

Essay - Chapter 1

1. Compared to "common sense" approaches, how might a sociological approach to the study of education be unique?
2. Identify the main functions of education and discuss how they might be examined from a functionalist and a conflict framework.
3. Discuss the contributions of Durkheim and Weber and the relevance of their views for understanding education today.
4. Discuss the advantages of an open system approach and apply this framework to analyzing an educational issue of your choice.
5. Describe briefly three major theoretical perspectives in sociology of education today.

Essay - Chapter 2

1. Explain the relationship between structure and "process" in education. Use two processes as examples.
2. Discuss some of the current conflicts between governmental, religious, and educational forces concerning curriculum control. What contributions do functionalism and conflict theory make to our understanding of these conflicts?
3. Discuss the implications for school organization of conflicts between humanitarian and authoritarian approaches to education.
4. Discuss the controversy over who holds the decision-making power in the process of "cultural transmission."
5. Reflecting upon your experiences in high school, draw up a "Student Bill of Rights." How would such a document impact on problems of curriculum control and disciplines in school?

Essay - Chapter 3

1. Discuss the major assumptions and criticisms of the functionalist view of inequality as it relates to education. Is inequality necessary and inevitable?
2. Compare functionalism to conflict theory in terms of stratification in education. What are the major sources of conflict and stability within education?
3. Define equal educational opportunity. Is equal educational opportunity possible or even desirable?
4. What are the assumptions, criticisms, and implications associated with the use of IQ tests in schools? How does IQ testing relate to stratification?

Essay - Chapter 4

1. What factors appear to work against females achieving the same levels of success as males in higher education? How could these barriers be eliminated?
2. Discuss the advances and impediments to achieving "equal educational opportunity" for minorities since the Brown decision in 1954. If you had the power, what would you do to eliminate inequality of educational opportunity?
3. Compare and contrast the studies by Coleman (1966; 1981) with Jencks (1972) in terms of implications for educational policy.
4. Discuss the effects of busing and compensatory education on minority student achievement levels.
5. Discuss affirmative action and higher education, including the implications of the Bakke and DeFunis cases.

Essay - Chapter 5

1. Identify the central goals and functions of education and the potential sources of conflict surrounding the issue of what schools should be doing. What are the manifest and latent functions of schooling?
2. To what extent does Weber's "ideal type" of bureaucracy fit schools? In what way are the characteristics of bureaucracies incompatible with education?
3. Discuss the issue of centralized vs. decentralized control from a functionalist and a conflict framework.
4. Is teaching a profession? Why or why not?

Essay - Chapter 6

1. In terms of actual practice, to what extent can and do school boards represent the interests of the community? What role do professional educators play in creating school policy?
2. Identify the skill requirements associated with the role of school superintendent and discuss the sources of role conflict experienced by superintendents.
3. Compare the role expectations and role conflicts of teachers, principals, and superintendents.
4. What factors contribute to the increase in teacher militancy and what impact does teacher militancy have on school organization?
5. What are the characteristics of student subcultures and to what extent are these in conflict with the educational goals of teachers, schools, and the community?

Essay - Chapter 7

1. Discuss the "hidden curriculum" in school from a functionalist and conflict framework in terms of its implication for "moral socialization."
2. Compare and contrast the role of family background with that of school climate in terms of how each influences student learning.
3. Summarize the research on school climate and suggest ways this knowledge could be employed to improve school achievement levels.
4. What role do student subcultures play in influencing teacher-student interactions?

Essay - Chapter 8

1. Identify the elements that comprise a school's primary and secondary environment and discuss how these environmental conditions interact to produce change in education. Cite examples to support your arguments.
2. Discuss the advantages and disadvantages of several methods of funding (e.g. local property taxes, federal support) to fund schools.
3. Discuss the controversy surrounding the accountability movement as it relates to the issue of control of education. Is the humanistic tradition in education compatible with the accountability movement?
4. What are the advantages and disadvantages of using standardized tests in schools? Can such tests ensure a meritocracy?

Essay - Chapter 9

1. Compare and contrast the functionalist and conflict approaches to higher education. How would each perspective assess the role of junior colleges in the system of higher education?
2. What are the pros and cons of a liberal arts vs. an applied curriculum in higher education? Given the advanced technical base of our society, what would be the "ideal" college curriculum?
3. Identify some of the major problems confronting higher education in the United States. Does the bureaucratic model of higher education help or hinder in solving these problems? Why?
4. Should colleges be open to everyone? Must some people fail in college? How do these issues impact on the "credential crisis?
5. Given the accuracy of the Carnegie Council report, what changes would you recommend in higher education?
6. What impact does college have on changing student values?
7. Are the values of student subcultures in conflict with the goals of higher education?

Essay - Chapter 10

1. Discuss the problems associated with studying education cross culturally. What are the implications of the IEA achievement study?
2. What is the relationship between education and economic development? Cite examples to support your arguments.
3. Compare and contrast sponsored vs. contest mobility. How would each system be viewed from functional and conflict perspectives?
4. Discuss the dilemma faced by African nations that must deal with the questions of how to maximize development while preserving national cultural and traditions. How will the colonial vs. the "non-formal" model of education help them to achieve modernization yet retain national identity?

Essay - Chapter 11

1. How do social movements change educational systems? Give examples. What is meant by "educational movements are like the swing of a pendulum?"
2. Discuss the pre-conditions, philosophy, goals, and effects of the free school movement and alternative education. How do such approaches conflict with the back-to-basics movement?
3. Assess alternative education vs. back-to-basics approaches from functionalist and conflict perspectives.
4. What are the reasons for the dramatic increase in private school enrollment and how will this increase impact on public schools?

Essay - Chapter 12

1. Identify the internal and external factors associated with change in education. What are the problems associated with both rapid change and resistance to change in school systems?
2. Compare and contrast the functional and conflict approaches to change in education.
3. When is a school system "healthy?" What conditions must be taken into account to improve the organizational health of schools?
4. Compare and contrast the merits of individual vs. organizational approaches to bringing about changes in education. Is there any correspondence between "ideal" and "real" patterns of educational change?
5. What role(s) might sociologists play in the process of educational change?

FILMS AND VIDEOTAPES FOR SOCIOLOGY OF EDUCATION

When films can add a new dimension to teaching, they are useful classroom tools. Few films have been produced specifically for Sociology of Education, but a number of educational films are relevant for courses. We suggest you preview films to determine if, how, and where they fit in your course. The following list provides a start. In addition to these films, several recent TV specials on schools are available for classroom use.

"American Schools: Flunking the Test?" 52 min., 1976, color, BFA. Considers several major issues facing America's schools in the 1980's including malpractice suits, underachievement, accountability and preparation of students.

"Books Under Fire," 56 min., 1982, Films, Inc. Examines both ideas of First Amendment rights and book censorship.

"Children Without," 29 min., 1963, B & W, Guggenheim Productions, Inc. School problems faced by children living in poverty.

"Classroom Crisis: Dealing with Violence in School," 15 min., 1980, Media Five. Strategies for dealing with student fights, assaults, etc.

"Combat in the Classroom," 27 min., 1980, Media Five. Addresses issue of violence in schools.

"Eye of the Storm," 26 min., 1970, color, ABC. Shows experiment in Iowa school to teach children about prejudice and discrimination by dividing class by eye color.

"High School," 74 min., Frederick Wiseman film, 1969, B & W. Though old, is excellent for discussion of structure, roles, and changes in education.

"The Identity Society," 28 min., 1973, Media Five. Major Cultural shift affecting lives and schools. Students who don't respond to classroom goals.

"The Intellectual Caste System," 30 min., 1965, B & W, NET System of Tracking in Georgia.

"The Kingdom Come School," 22 min., 1973, Appalshop. Education in a one-room schoolhouse.

"Sexism, Stereotyping and Hidden Values," 29 min., 1978, Media Five. Identifies sexism in classroom, how to recognize and avoid.

"Sixteen in Webster Grove," 47 min., 1966, B & W, CBS Reports Series. Account of suburban high school life near St. Louis.

"Summerhill," 28 min., 1968, color, National Film Board of Canada. Shows English experimental school after which many alternative American schools were patterned.

"Up the Down Staircase." Based on novel by Bel Kaufman shows bureaucracy and its effects in schools.

"Why Can't I Learn?" 51 min., 1981, Media Five. Addresses problems facing students in the learning process.

"Working in the Integrated Classroom," 29 min., 1981, Media Five. Dynamics of integrating races.

For Complete List of Educational Films See:

Film File
Media Referral Service, 1983-84 (3rd ed.), (updated each year)
P.O. Box 3586
Minneapolis, MN 55403

For Videotapes and Discs:

The Video Source Book (updated each year)
National Video Clearinghouse, Inc.
100 Lafayette Dr.
Syosset, NY 11791

General Heading

Sights and Sounds of Life in Schools:
A Resource Guide to Film and Videotape for Research and Education,
Frederick Erickson and Jan Wilson
Institute for Research on Teaching,
College of Education
Michigan State University
East Lansing, MI 48824

Film Distributors:

CRM/McGraw Hill Films
P.O. Box 641
Del Mar, CA 92014-9988
(619) 453-5000

National Film Board of Canada
16th Floor
1251 Avenue of the Americas
New York, NY 10020
(212) 586-5131

Films Incorporated (Media Five)
733 Green Bay Rd.
Wilmette, IL 60091
(800) 323-4222

Appalshop, Inc.
306 Madison St., Box 743
Whitesburg, KY 41858

Icarus Films
200 Park Ave., South, Ste. 1319
New York, NY 10003
(212) 674-3375

Carousel Film
241 East 34th St., Rm. 304
New York, NY 10016
(212) 683-1660

Lawren Productions
P.O. Box 666
Mendicino, CA 95460
(707) 937-0536

CRITERIA FOR SELECTION OF SYLLABI:

We received close to 50 syllabi. All were useful in describing Sociology of Education as a course, and we wish to thank those who shared syllabi with us.

We have selected 13 syllabi for inclusion, using several goals and criteria. A main goal was to indicate through syllabi selection the variety of approaches to the course; this will acquaint readers with new ideas for courses.

Criteria used were the following:

1) Originality, uniqueness, creativity.
2) Coherence--assignments were well-organized in a thoughtful sequence that was apparent in the syllabus.
3) Diversity of level and constituents for course (e.g., schools of education and arts and sciences in addition to undergraduate and graduate levels)
4) Diversity of type of school and geographical location
5) Focus of course.
6) Completeness of bibliographies.
7) Syllabi that were organized around a single text were not included, since the list of texts in the field gives people the information they need to organize a course around a particular book.

The syllabi included in this set are in no way endorsements of particular techniques or themes used in teaching the course. Rather they are to illustrate the diversity of approaches and content which an instructor might consider. The syllabi are included in alphabetical order by instructors' names.

Karl Alexander
Edward L. McDill
Johns Hopkins University

EDUCATION AND SOCIETY
SOCIAL RELATIONS 23.312
SPRING, 1982

PROFESSORS ALEXANDER AND McDILL

REQUIREMENTS: Three short typed papers (maximum length of eight pages each) will be required, each of which will focus on one or more of the major sections outlined in the syllabus. Students will be obliged to synthesize the various course materials. Late papers will not be tolerated without extenuating circumstances. Although class attendance is not mandatory, students who enroll in the course are expected to read all assigned materials on time and be prepared to engage in intellectual exchange between 11:00 A.M. and 12:15 P.M. on Thursdays and Fridays.

Books required for purchase are Jerome Karabel and A. H. Halsey (eds.), Power and Ideology in Education, 1977, and Caroline H. Persell, Education and Inequality, 1977.

I. Education and Social Structure

A. Classical Perspectives on the Role of Education in Society (January 28, 29).

1. Persell, Chapter 2
2. Karabel and Halsey, Readings 2, 32

B. Trends and Explanations for Educational Expansion (February 4, 5)

1. Persell, Chapters 3, 4
2. Karabel and Halsey, Readings 3, 4, 5, 21, 22, and 23.

II. Consensus and Dissensus in Educational Values

A. The Functions of Pluralism (February 11)

1. D. Tyack and E. Hansot, "Conflict and Dissensus in American Public Education." Daedalus, Summer, 1981, 1-25. On Reserve
2. G. Grant, "The Character of Education and the Education of Character." Daedalus, Summer, 1981, 135-150. On Reserve.

B. Equality vs. Meritocracy as Educational Values (February 12)

1. J. S. Coleman, "The Concept of Equality of Educational Opportunity." On Reserve.
2. Karabel and Halsey, Readings 36, 38.
3. S. M. Miller, "Types of Equality: Sorting, Rewarding and Performing." Pp. 15-43 in N.F.A. Ashline, T.R. Pezzullo, and C. I. Norris (eds.), Education, Inequality, and National Policy, 1976. Book on Reserve.
4. T. Husen, "The Equality-Meritocracy Dilemma in Education." Pp. 45-60 in Ashline, Pezzullo and Norris. Book on Reserve.

III. The Educational Life Cycle

A. The Preschool Period (February 18, 19; March 4, 5, 11, 12)

III. The Educational Life Cycle (continued)

1. A. Jensen, "Social Class and Racial Differences in Intelligence." Chapter 6 of A. Jensen, Straight Talk About Mental Tests, 1981. Xerox Chapter on Reserve.
2. Karabel and Halsey, Reading 10.
3. C. Bereiter, "I.Q. Differences and Social Policy" Pp. 137-46, and T. Pezzullo, "I.Q. Tests and the Handicapper General," Pp. 147-55 in N. F. Ashline, T. R. Pezzullo, and C. I. Norris (eds.), Education, Inequality, and National Policy, 1976. Book on Reserve.
4. Persell, Chapter 5.
5. Karabel and Halsey, Reading 28
6. H. Miller and R. Woods, pp. 117-164 in Social Foundations of Urban Education. Book on Reserve.

B. The Schooling Period

B1. School Effects and Educational Differentiation (March 18, 19; April 1, 2)

1. G. Hodgson, "Do Schools Make a Difference?" On Reserve.
2. Karabel and Halsey, Readings 11, 13, 14.
3. T. Parsons, "The School Class as a Social System." On Reserve.
4. Persell, Chapter 6.
5. J. S. Coleman, "Quality and Equality in American Education: Public and Catholic Schools." Phi Delta Kappan, 63, No. 3, 159-168, 1981. Article on Reserve.

B2. Social Psychology of Educational Processes (April 8, 9)

1. Persell, Chapters 7 and 8
2. Karabel and Halsey, Readings 15, 25.
3. J. Dusek, "Do Teachers Bias Children's Learning?" On Reserve.
4. D. Kandel and G. Lesser, "Educational Plans of Adolescents." On Reserve.

B3. Patterns of Educational Achievement (April 22, 23)

1. Persell, Chapter 9.
2. Karabel and Halsey, Reading 9.
3. W. H. Sewell, "Inequality of Opportunity for Higher Education." On Reserve.

C. The Post-Schooling Period (April 29, 30)

1. Persell, Chapter 10.
2. Karabel and Halsey, Readings 7, 16, 17, 18, 29.
3. S. Bowles and H. Gintis, "The Problem with Human Capital Theory: A Marxian Critique." On Reserve.

IV. Overview/Review (May 6, 7)

1. Karabel and Halsey, Reading 1.

DEPARTMENT OF PHILOSOPHY AND THE
SOCIAL SCIENCES TEACHERS COLLEGE, COLUMBIA UNIVERSITY

TF5023 -- Sociology of Russian Education
TF5024 -- Sociology of European Education
TF5025 -- Sociology of Japanese Education

Lecturer: Professor George Z.F. Bereday

These area courses are offered jointly to permit students:

1) to specialize in depth in their chosen area and
2) to be exposed to work by others in contiguous areas.

The aim is to familiarize oneself with details of national educational systems and the social conditions surrounding them and to formulate the commonalities uniting schools in all industrial countries. Specific topics to be studied are as follows:

1. Structure of the school system
2. Curriculum
3. Status of teachers
4. Administration
5. Population flow
6. Impact of national character
7. Impact of social class
8. Position of women
9. Youth culture
10. Media
11. Deviance
12. Comparative quality

Students will be asked:

a. to attend class
b. to retrieve library materials
c. to make presentations
d. to engage in Socratic dialogue

The examination will be a take home essay paper (choice of three questions). Students interested in qualifying for A or A- level must present a term paper or a special project arranged for with the lecturer.

SUGGESTED COMMON INITIAL READINGS

Altbach, Arnove and Kelly, Comparative Education
Bereday, Comparative Method in Education
Holmes, Comparative Education
Noah and Eckstein, Towards a Scieence of Comparative Education
Comparative Education Review, June 1982, vol. 26, No's. 1 and 2

SUGGESTED INITIAL READINGS IN SOVIET EDUCATION

Pennar, Bakalo and Bereday, Modernization and diversity in Soviet Education
Jacoby, Inside Soviet Schools
Matthews, Class and Society in Soviet Russia
Zajda, Education in the U.S.S.R.
Soviet Education (volumes from 1976 to the present)

SUGGESTED INITIAL READINGS ON JAPANESE EDUCATION

Kobayashi, Society, Schools, and Progress in Japan
Passin, Society and Education in Japan
Bereday, American Education Through Japanese Eyes
Education in Japan (all available volumes)

SUGGESTED INITIAL READINGS ON WESTERN EUROPEAN EDUCATION

Ringer, Education and Society in Modern Europe
Beck, Change and Harmonization in European Education
King, Education and Development in Western Europe
Kandel and Lesser, Youth in the Two Worlds
Western European Education (volumes from 1974 to the present)

Sociology of Learning
18-208-746
Spring, 1982

Instructor: Kathryn Borman
Office: 702 Teachers College
Phone: 475-3617 (w), 871-0474 (h)
Hours: Whenever we can arrange a time

Course Syllabus and General Outline

The course focuses upon topics in the sociology of learning. Specifically, sociological factors effecting children's informal and formal learning in classroom settings will be of central interest, although children's informal learning in the context of the family will be examined.

Note: Selected texts should not be purchased until after the first class meeting. Selected texts are books that tie into one of the three topics outlined below. Students will be required to select one text to read and use in a class presentation. Asterisked (*) readings should be read in advance of the initial class meeting scheduled to focus upon the topics addressed by the readings. All readings listed under a specific sub-area should be completed before the last class session focused upon those readings.

Required Text: Sarane Spence Boocock. Sociology of Education, 2nd edition. Boston: Houghton Mifflin, 1980.

Additional Text: (One will be selected from):

(2a) Steven Bossert. Tasks and Social Relationships. Cambridge: Cambridge University Press, 1979

(2b) Phillip Cusick. Inside High School. Boston: Holt, Rinehart, and Winston, 1973

(2a) Mary Heywood Metz. Classrooms and Corridors. Berkeley: University of California Press, 1978

(1) John Ogbu. The Next Generation. New York: Academic Press, 1974

(3) Alan Peshkin. Growing Up American. Chicago: University of Chicago Press

* *

Week 1 March 29 — Introduction - Overview
Readings: Ch. 1, "The Field"
Ch. 2, "The Design of Educational Research"

Week 2-3 April 5, 12 — Topic 1
The mission of the public school: a brief historical overview; equality of educational opportunity as a concept.

Topic 2
The significance of socialization: the family and socialization, language and socialization, features of family structure and daily life related to school success.

Topic 3

Individual characteristics: ability and gender.

Readings: ch. 3, "Family Social Position
ch. 4, "Family Structure and Interrelationships"
ch. 5, "The Effects of Sex
ch. 6, "Individual Abilities"

Week 4
April 19 — Related class presentation: Ogbu

Weeks 5-7
April 26 - May 3,10 — Topic 4

The school as a formal organization, bureaucracy, set of behaviors: roles and role relationships, the class as a social system, school effectiveness, peer influences.

Readings: ch. 7, "The School as a Social System"
ch. 8, "Classroom Role Structure and Role Relationships"
ch. 9, "The Class as a Social System"
ch.10, "Effectiveness of the School"
ch.11, "The Adolescent Society Revisited"

Week 8
May 17 — Related Class Presentations
Bossert and Metz

Week 9
May 24 — Topic 5

The Schools' Environment: the school in its larger organizational context, the school and the community, cross-cultural comparisons

Topic 6
Changing Directions in schools and sociology of education

Readings: *ch. 12, "Effects of the External Environment"
*ch. 13, "Cross-cultural comparisons"
*ch. 14, "Where we are and where we are going"

Week 10
June 7 — Related Class Presentations:
Cusick and Peshkin

A word about evaluation: The course grade will be determined by your performance as 1) discussant and discussion leader of assigned class readings. In other words, active participation/attendance is crucial, 2) presenter in one of 5 scheduled class presentation sessions. Letter grades will not be assigned. However, those who fail to carry out these responsibilities will be penalized. In addition, you will be evaluated on your written performance on a final take-home examination which will cover all of the material assigned and presented in addition to outside readings. Assessment on the final examination will be made according to the following criteria:

Letter Grade	Criterion
A	Makes an original point while integrating class presentations, assigned readings and outside materials.
B	Shows thorough integration of class presentations, assigned readings and some outside materials.
C	Shows integration of class presentations and assigned readings; shows little if any original contribution or extensions of presented materials.
D	Shows the barest minimum of effort in understanding or integrating class presentations and assigned readings.

Since completion of outside readings is required for a letter grade A or B, the following procedure is offered as a guide. Documentation should be provided for 2 journal articles you have read in addition to those assigned as readings in the class. Documentation should follow the standard format for citing references in sociology, i.e., Farley, R. 1976. "Is Coleman Right?" Social Policy, 6:14-23. Readings should reference one or more of the topical areas contained in the course outline and should be from journals (not magazines) in UC's library collection.

Suggested Journals

Teachers College Record
Sociology of Education
School Review
Harvard Educational Review
Sociometry
Developmental Psychology
Child Development
American Journal of Sociology
American Sociological Review
Urban Review

SYLLABUS
EDUCATION AND SOCIAL STRATIFICATION

Kevin Dougherty
Department of Sociology
Spellman G-17

Week 1: Introductory meeting

PART I: THEORIES OF THE ROLE OF EDUCATION IN SOCIETY

Week 2: Functionalist explanations

Clark, Burton Educating the Expert Society (San Francisco: Chandler, 1962), pp. 11-84
Parsons, Talcott, "The School Class as a Social System." Harvard Educational Review 29 (1959), 297-318

Week 3: Weberian explanations

Collins, Randall, "Functional and Conflict Theories of Educ'l Stratification," in Jerome Karabel and A.H. Halsey (eds.), Power and Ideology in Education (New York: Oxford University Press, 1977), 118-137
Bourdieu, Pierre and Luc Boltanski, "Changes in Social Structure and Changes in the Demand for Education," in Margaret S. Archer and Salvador Giner (eds.), Contemporary Europe (London and Boston: Routledge and Kegan Paul, 1979)

Week 4: Neo-Marxist explanations

Bowles, Samuel, "Unequal Education and the Reproduction of the Social Division of Labor," in Karabel and Halsey (eds.), pp. 137-153
Apple, Michael, "Economics and Control in Everyday School Life," in Apple, Ideology and the Curriculum (Boston: Routledge and Kegan Paul, 1979), pp. 43-60

PART II: THE RISE OF MASS SCHOOLING IN THE UNITED STATES: COMPETING EXPLANATIONS

Week 5: Elementary and secondary schooling

Bowles, Samuel and Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, 1976), chaps. 6-7
Collins, Randall, The Credential Society (New York: Academic Press, 1979), pp. 90-118
Trow, Martin, "The Second Transformation of American Secondary Education," in Karabel and Halsey (eds.), pp. 105-118

Week 6: Higher education

Collins, Randall, The Credential Society, pp. 118-130
Trow, Martin, "The Democratization of Higher Education in America," European Journal of Sociology 3 (1962), 231-262
Nasaw, David, Schooled to Order (New York: Oxford University Press, 1979), pp. 161-243
Karabel, Jerome, "Community Colleges and Social Stratification." in Karabel and Halsey (eds.), 232-254

PART III: FAMILY BACKGROUND, EDUCATIONAL ATTAINMENT, AND ADULT SUCCESS: COMPETING EXPLANATIONS

Week 7: Overview

Persell, Caroline, Education and Inequality (New York: Free Press, 1977), pp. 21-32
Jencks, Christopher, et al., Inequality (New York: Basic Books, 1972), pp. 176-185,209-225

Week 8: Socioeconomic Position: Class, Status, and Occupation

Giddens, Anthony, The Class Structure of the Advanced Societies (New York: Harper & Row, 1975), pp. 26-32,42-44
Weber, Max, "Class, Status, and Party," in Hans Gerth and C. Wright Mills (eds.), From Max Weber (New York: Oxford University Press, 1946), pp. 180-195
Wright, Erik Olin, Class Structure and Income Determination (New York: Seminar Press, 1979), chaps. 1,2,5
Barber, Bernard, Social Stratification (New York: Free Press, 1955), pp. 1-54,69-80

Week 9: Explaining the Relationship between Education and Economic Success

Bluestone, Barry, "Economic Theory and the Fate of the Poor," in Karabel and Halsey (eds.), pp. 335-340
Thurow, Lester, "Education and Economic Equality," in Karabel and Halsey (eds.), pp. 325-335
Bowles, Samuel and Herbert Gintis, Schooling in Capitalist America, pp. 85-148
Collins, Randall, The Credential Society, chaps. 1-2,6-7

Dougherty
Education and Social Stratification

Week 10: Explaining Class and Race Differences in Educational Attainment: School Processes

Godfrey Hodgson, "Inequality," in Harold Silvers, ed., Equal Opportunity in Education (London: Methuen, 1973), pp. 352-367. (Reprinted from Atlantic Monthly, March 1973)
Christopher Jencks et al., Inequality (New York: Basic Books, 1972), pp. 29-37, 84-110, 146-160
Ray Rist, "Social Class and Teachers' Expectations," Harvard Educational Review 40 (1970), 411-451
Caroline Persell, Education and Inequality (New York: Free Press, 1977), chap. 6

Supplementary reading
Persell, Education and Inequality, chaps. 7 and 8
James Rosenbaum, Making Inequality (New York: Wiley, 1976), chaps. 2-8

Week 11: Explaining Class and Race Differences in Educational Attainment: Cognition

Arthur Jensen, "How Much Can We Boost IQ and Scholastic Achievement?" Harvard Educational Review 39 (1969), 1-5, 13-16, 46-59, 74-88
Martin Deutsch, "The Disadvantaged Child and the Learning Process," in Deutsch, ed., The Disadvantaged Child (Basic Books, 1967), pp. 39-57
Caroline Persell, Education and Inequality, chap. 5
Samuel Bowles and Herbert Gintis, Schooling in Capitalist America (Basic Books, 1975), chap. 4

Supplementary reading

Christopher Jencks et al., Inequality, pp. 58-84, 143-146
Joan and Steven Baratz, "Early Childhood Intervention," Harvard Educational Review 40 (1970), 29-50
William Labov, "The Logic of Nonstandard English," in Frederick Williams, ed., Language and Poverty
Courtney Cazden et al., eds., The Functions of Language in the Classroom (New York: Columbia Teachers College Press, 1972)
Ned Block and Gerald Dworkin, eds., The IQ Controversy
Jeffrey Blum, Pseudoscience and Mental Ability (New York: Monthly Review, 1977)

PART IV: EDUCATION OUTSIDE THE U.S.

Week 12: Education in Other Advanced Capitalist Societies

King, Edmund, Other Schools and Ours 5th ed. (New York: Holt, Rinehart, and Winston, 1979) (chapters on Britain and Japan)

Week 13: Education in Less Developed Societies

Paulston, Roland, "Educational Stratification and cultural hegemony in Peru," in Karabel and Halsey (eds.), Power and Ideology in Education, pp. 254-275

Colletta, N.J., "Education without Schools: Learning among the Ponapeans." Teachers College Record 76 (May 1975), 625-637

Week 14: Education in the Existing Socialist Societies

King, Edmund, Other Schools and Ours (chapter on the Soviet Union)

Carnoy, Martin and Jorge Wertheim, "Socialist Ideology and the Transformation of Cuban Education," in Karabel and Halsey (eds.), pp. 573-589

Hawkins, John, "Educational Reform and Development in the People's Republic of China." Pp. 411-432 in Philip Altbach, Robert Arnove, and Gail Kelly (eds.), Comparative Education (Macmilland, 1982)

PART V: ALTERNATIVE FORMS OF EDUCATION

Week 15: Illich, Ivan, Deschooling Society (New York: Harper & Row, 1970), chaps. 1,6

Galtung, Johan, "Schooling and the Future Society," School Review 83 (Aug. 1975), 533-568

Cagan, Elizabeth, "Individualism, Collectivism, and Radical Educational Reform," Harvard Educational Review 48 (May 1978), 227-266

BOOKS ORDERED

Bowles, Samuel and Herbert Gintis, Schooling in Capitalist America (New York: Basic Books, 1976) (paper)
Collins, Randall, The Credential Society (New York: Academic Press, 1979)
Jencks, Christopher et al., Inequality (New York: Basic Books, 1972) (paper)
Karabel, Jerome and A.H. Halsey (eds.), Power and Ideology in Education (New York: Oxford University Press, 1977) (paper)
King, Edmund, Other Schools and Ours, 5th ed. (New York: Holt, Rinehart, 1979)
Nasaw, David, Schooled to Order (New York: Oxford University Press, 1979) (paper)
Persell, Caroline, Education and Inequality (New York: Free Press, 1977) (paper)

S415 - Sociology of Education
Fall, 1983

Donna Eder
BH 775
7-4895
Tues. 1:30-3:00
Fri. 1:30-2:30

This course will examine the relationship between schools and society by focusing on processes occurring within schools and classrooms. The first half of the course will look at schooling and social stratification. We will begin by examining theories and research on schooling and stratification in society. Most of our attention, however, will be given to recent studies of stratification within schools, especially ability grouping and curriculum tracking. We will also discuss some research showing how achievement and educational decisions are socially constructed. The organization of schooling will be considered next, followed by a discussion on the possibilities of change.

The second half of the course will focus on socialization within schools. First we will discuss general views on this topic. Then we will look more closely at elementary classrooms to determine the nature of classroom norms as well as differences in socialization due to sex, ability level, and ethnic background. Next we will examine the culture of adolescents, focusing on the role of extra-curricular activities. Finally we will consider differences across peer groups, especially those due to sex and ethnic background.

Course Requirements

There will be two in-class exams, each consisting of 2-3 essay questions. Review questions will be distributed prior to each exam. One research paper will also be required. This can be an original research project on some aspect of schooling (e.g., teacher-student interaction, ability group differences, patterns in school curriculum, etc.) or a library research paper. The paper will be due on November 30. (Late papers will be subject to a lower grade.)

The final grade will be determined as follows:

Mid-term exam	30%
Final exam	30%
Research paper	40%

Classroom participation will be considered in determining borderline grades.

Books

Hurn, Christopher	The Limits and Possibilities of Schooling
Deem, Rosemary	Women and Schooling
Cusick, Phillip	Inside High School
Harvard Educational Review	Socialization and Schools
----------	Reader for Sociology of Education

The Reader for Sociology of Education contains the following articles:

Weinstein, R.	"Reading Group Membership in First Grade"
Eder, D.	"Ability Grouping as a Self-Fulfilling Prophecy: A Micro-Analysis of Teacher-Student Interaction"
Mehan, H.	"Structuring School Structure"

Erickson, F.	"Gatekeeping and the Melting Pot: Interaction in Counseling Encounters"
Eder, D.	"Organizational Constraints and Individual Mobility: Ability Group Formation and Maintenance"
Wallat, C. and J. Green	"Social Rules and Communicative Contexts in Kindergarten"
Eder, D.	"Differences in Communicative Styles Across Ability Groups"
Schofield, J.	"Complementary and Conflicting Identities: Images and Interaction in an Interracial School"
Labov, W.	"The Relation of Reading Failure to Peer-Group Status"

Books and articles on reserve include:

Rist, R.	"On Understanding the Processes of Schooling." In Power and Ideology in Education, ed. Karabel and Halsey.
Rosenbaum, J.	Making Inequality
Cicourel, A. and J. Kitsuse	"The School as a Mechanism of Differentiation." In Power and Ideology in Education, ed. by Karabel and Halsey.
Jackson, P.	Life in Classrooms
Mehan, H.	Learning Lessons
Phillips, S.	"Participant Structures and Communicative Competence." In Functions of Language in the Classroom, ed. C. Cazden, et al.
Fuller, M.	"Black Girls in a London Comprehensive School." In Schooling for Women's Work, ed. Rosemary Deem.

COURSE OUTLINE

Week	Date	Topic	Reading
I.	Schooling and Social Stratification		
1	Aug. 29	Introduction	Hurn, Ch. 1
2	Sept. 5	Theories of Schooling and Society	Hurn, Ch. 2-3; Parsons (SS)
3	Sept.12	Stratification in Society	Hurn, Ch.4-5; Deem, Ch. 1
4	Sept.19	Stratification within Schools-Ability Grouping	Hurn, Ch. 6; Rist (reserve); Weinstein (R); Eder (R)
5	Sept.26	Curriculum Tracking	Rosenbaum, Ch.3, 5-6 (reserve) Cicourel and Kitsuse (reserve) Deem, Ch. 3-4
6	Oct. 3	Social Construction of Reality	Mehan (R); Erickson (R)
7	Oct. 10	The Organization of Schooling	Hurn, Ch. 8; Eder (R)
8	Oct. 17	Possibilities for Educational Change	Hurn, Ch. 9; Deem, Ch. 6
		(Midterm Exam - Oct. 19)	
II.	Schooling and Socialization		
9	Oct. 24	Introduction	Hurn, Ch. 7; Dreeban (SS)
10	Oct. 31	Classroom Norms	Jackson, Ch. 1 (reserve); Wallat and Green (R); Mehan, Ch. 3 (reserve)
11	Nov. 7	Differential Socialization	Deem, Ch. 2; Eder (R); Phillips (reserve)
12	Nov. 14	Extra-curricular Activities and Adolescent Culture	Coleman (SS); Cusick, Ch.3-4
13	Nov. 21	Adolescent Peer Groups	Cusick, Ch. 5-8
14	Nov. 28	Sex and Racial Differences in Peer Culture	Schofield (R); Labov (R); Fuller (reserve)
15	Dec. 5	Class Reports	----------
16	Dec. 12	Class Reports	----------
		(Final Exam - Dec. 16, 4:30)	

Books

Hurn, Christopher — The Limits and Possibilities of Schooling, Boston: Allyn & Bacon, 1982.

Deem, Rosemary — Women and Schooling, London: Routledge & Kegan Paul, 1978.

Cusick, Phillip — Inside High School, N.Y.: Holt, Rinehart, and Winston, Inc., 1973.

Harvard Educational Review — Socialization and Schools Reader for Sociology of Education

The Reader for Sociology of Education contains the following articles:

Weinstein, R. — "Reading Group Membership in First Grade" J. of Educational Psychology, 68:103-116, 1976.

Eder, D. — "Ability Grouping as a Self-Fulfilling Prophecy: A Micro-Analysis of Teacher-Student Interaction" Sociology of Education, 54:151-162, 1981.

Mehan, H. — "Structuring School Structure" Harvard Educational Review 48:32-64, 1978.

Erickson, F. — "Gatekeeping and the Melting Pot: Interaction in Counseling Encounters" Harvard Educational Review, 45:44-70, 1975.

Eder, D. — "Organizational Constraints and Individual Mobility: Ability Group Formation and Maintenance", The Sociological Quarterly. 24:405-420, 1983.

Wallat, C. and J. Green — "Social Rules and Communicative Contexts in Kindergarten" Theory Into Practice 18:275-284, 1979.

Eder, D. — "Differences in Communicative Styles Across Ability Groups" pp. 245-264 in Communications in the Classroom, ed. L. Wilkinson, N.Y.: Academic Press, 1982.

Schofield, J. — "Complementary and Conflicting Identities: Images and Interaction in an Interracial School" in The Development of Children's Friendships, ed. S. Asher & J. Goffman, N. Y.: Cambridge University Press, 1981.

Labov, W. — "The Relation of Reading Failure to Peer-Group Status" pp. 241-254 in Language in the Inner City, Philadelphia: University of Penn. Press, 1972.

Books and articles on reserve include:

Rist, R. "On Understanding the Processes of Schooling." In Power and Ideology in Education, ed., J. Karabel and A. Halsey, N.Y.: Oxford University Press, 1977.

Rosenbaum. J. Making Inequality, N. Y.: John, Wiley & Sons, 1976.

Cicourel, A. and J. Kitsuse "The School as a Mechanism of Differentiation." In Power and Ideology in Education, ed. by Karabel and Halsey, N.Y.: Oxford University Press, 1977.

Jackson, P. Life in Classrooms, N.Y.: Holt, Rinehart, & Winston, Inc., 1968.

Mehan, H. Learning Lessons. Boston: Harvard University Press, 1979.

Phillips, S. "Participant Structures and Communicative Competence." In Functions of Language in the Classroom, ed. C. Cazden, et al, N.Y.: Teachers College Press, 1972.

Fuller, M. "Black Girls in a London Comprehensive School." In Schooling for Women's Work, ed. Rosemary Deem, Boston: Routledge and Kegan Paul, 1980.

Dr. B.A. Eheazu, Nigeria

UNIVERSITY OF PORT HARCOURT
FACULTY OF EDUCATION

EDU 502.1: SOCIOLOGY OF EDUCATION (M.Ed. Program)

COURSE OUTLINE

Week 1: INTRODUCTION

An overview of the course and its development; Competing concepts in Sociology and Sociology of Education; The contributions of Marx, Weber, Durkheim, Parsons, Althusser, Bernstein, etc.

Week 2: EDUCATION AND SOCIETY

Stratification and Education; Education and Social Mobility with special reference to African Nations (including Nigeria). Inequality in Education -- Solving the problem of educational imbalance in Nigeria.

Week 3: THE HOME AND THE SCHOOL

Socio-economic Background and Education; The family; Neighborhood, and the School; "Compensation" in Education.

Week 4: (Seminars Commence) SOCIOLINGUISTICS AND EDUCATION

Language and Education

Week 5: INSIDE THE SCHOOL

The Deficit vs. Difference Debate; Teacher Expectancy Effect -- The Self-fulfilling prophecy; Streaming.

Week 6: RESEARCH IN SOCIOLOGY OF EDUCATION

Current trends and Methodologies:

(a) Classroom Research: Interaction Analysis

(b) Education and the Economy: Research into demand for education and nature of curriculum in a developing economy like Nigeria.

Week 7: EMERGING PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION

The "New" Sociology(ies) of Education: Substantive Claims and Controversies.

Week 8: CULTURE AND THE CURRICULUM

The cultural system as a determinant of the form of content of education; Problems of ethnic diversity -- integration of cultural 'universals' and 'alternatives;' The School as an agency of social change.

Week 9: THE TEACHING PROFESSION

Sociological approaches in the study of professions; The teaching profession in Nigeria.

Week 10: REVISION

UNIVERSITY OF PORT HARCOURT
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EDU 502.1: SOCIOLOGY OF EDUCATION (M.Ed. Program)

SUGGESTED READINGS

Note to students

The readings are arranged in sections which roughly agree with the way the course is organized. The list is a skeleton of the sources you may need. You will get more from the references in the books you consult and seek extra material for your essays, seminar topics, etc. If in difficulty, do not hesitate to ask for help.

SECTION 1: INTRODUCTION

Thompson, K. and Tunstall, J. (eds.), Sociological Perspectives. Harmondsworth: Penquin.

Lukes, S., Emile Burkheim: His Life and Work. London: Allen Lane.

Bottomore, T.B., Marxist Sociology. London: MacMillan.

Bendix, R., Marx Weber: An Intellectual Portrait.

Raison, T. (ed.), The Founding Fathers of Social Science. Harmondsworth: Penquin.

Durkheim, E., Education and Sociology. Glencoe: The Free Press.

Black, M. (ed.), The Social Theories of Talcott Parsons. New Jersey: Prentice-Hall.

Bierstedt, R., Emile Burkheim. London: Weidenfeld & Nicholson.

Giddens, A., Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim, and Weber. London: Cambridge University Press.

Thomas, D.R., The Schools Next Time. New York: McGraw Hill Book Company. (Read especially Chapter one -- "What is Educational Sociology?)

Cosin, B.R., Education, Structure and Society. Harmondsworth: Penguin. (Concentrate mainly on pp. 130-280 covering Karl Marx, Durkheim, Weber and Althusser.)

Cerych, L., The Sociological Demension of Educational Planning. Paris: Unesco.

Ashley, B.J. Cohen, H.S. and Slatter, R.G., An Introduction to the Sociology of Education. London: MacMillan Education Ltd.

Banks, O., The Sociology of Education. London: Batsford.

Halsey, A.H., Floud, J., and Anderson, C., Education, Economy and Society. New York: The Jesse Books

Eggleston, J. (ed.), Contemporary Research in the Sociology of Education. London: Metheun.

Hopper, E. (ed.), Readings in the Theory of Educational Systems. London: Hutchinson and Co. Ltd.

Taylor, A.J.P., Karl Marx and Friedrich Engels: The Communist Manifesto. Harmondsworth: Penguin.

Reid, I., and Wormald, E., Sociology and Teacher Education. Association of Teachers in Colleges and Departments of Education (U.K.), 1974.

Brookover, W.B., and Erickson, E.L., Sociology of Education. Illinois: The Dorsey Press.

SECTION 2: EDUCATION AND SOCIETY

Cosin, B.R. et al, School and Society: A Sociological Reader. London: Routledge and Kegan Paul (REP) in Association with the Open University Press.

Jencks, C., Inequality. Harmonsworth: Penquin.

Cosin, B.R., Education, Structure and Society (Collin's paper on "Functional and Conflict Theories of Educational Stratification").

Stacey, B., Psychology and Social Structure. London: Metheun.

Coxon, A., and Jones, C. (eds.), Social Mobility. Harmondworth: Penguin.

Ise, D.J., "Class Differentials in Educational Opportunity," Sociology Vol. 2 1968, pp. 293-312.

Berg, T., Education and Jobs: The Great Training Robbery. Harmondsworth: Penguin.

Coleman, J. et al Equality of Educational Opportunity

Blakemore, K., and Cooksey, B., A Sociology of Education for Africa. London: George Allen and Unwin (1981).

Perucci, C., "Social Origins, educational contexts, and career mobility," American Sociological Review, 1970, pp. 457-463.

Dubey, D. Edem, D. and Thakur, A., An Introduction to the Sociology of Nigerian Education. London: The MacMillan Press, 1979.

Craft, M., Family, Class and Education: A Reader. London: Longmans

SECTION 3: THE HOME AND THE SCHOOL

Douglas, J.W.R., The Home and the School.

Raynor, J. and Harden, J., Equality and City Schools. London: RKP in Association with the Open University (OU).

Davie, R. Butler, N. and Goldstein, H., From Birth to Seven. London: Longmans.

Musgrove, F., The Family, Education and Society.

Raynor, J. and Harden, J., Cities, Communities and the Young. London: RKP in Association with the Ohio University.

Halsey, A.H., (ed.), Educational Priority vol. I: EPA Problems and Priorities. London: HMSO.

Rubinstein, D., and Stoneman, C., Education for Democracy. Harmondsworth: Penguin.

Bernstein, B., "Education Cannot Compensate for Society," in Cities, Communities and the Young (by Raynor and Harden) and also in Education for Democracy (by Rubinstein and Stoneman).

Peters, E. (ed.), Perspectives on Plowden. London: RKP.

Friedman, N., "Cultural Deprivation: A Commentary in the Sociology of Knowledge," in Cities, Communities and the Young (Raynor and Harden).

Tucker, N. "The Underprivileged Child in the Underprivileged Area," Education for Democracy (Rubinstein and Stoneman).

Midwinter, E., Projections: An Educational Priority Area at Work. London: Ward Lock Educational.

SECTION 4: SOCIOLINGUISTICS AND EDUCATION

Stubbs, M., Language, Schools and Classrooms. London: Metheun.

Britton, J., Language and Learning. Harmondsworth: Penguin Books Ltd.

Bernstein, B., Class, Codes and Control. Vols. 1 & 2, London: RKP.

Lawton, D., Social Class, Language and Education. London: RKP.

Coulthard, M., "A Discussion of Restricted and Elaborated Codes," Educational Review. Vol. 22, 1969, pp. 38-50.

Keddie, N. (ed.), Tinker, Tailor: The Myth of Cultural Deprivation. Harmondsworth: Penguin.

Robinson, W. and Rackstraw, S., "Variations in Mothers' Answers to Children's Questions...," Sociology Vol. 1, 1967.

Wootton, A.J., "Talk in the Homes of Young Children," Sociology, Vol. 8, 1974.

SECTION 5: INSIDE THE SCHOOL

Acland, H., "Streaming in English Primary Schools," British Journal of Psychology. Vol. 43, 1973, pp. 151-161.

Also relevant sections of books by Dubey et al, Eggleson, S. (ed.), and Banks, O.

Simon, B., "Streaming and Unstreaming in the Secondary School," Education for Democracy (Rubinstein and Stoneman).

Rosenthal, R. and Jacobson, E., Pygmalion in the Classroom. New York: Holt Rinehart & Winston.

Greiger, R., "Pygmalion Revisited: A Loud Call for Caution," Interchange, Vol. 2, No. 4, 1971, pp. 78-91.

Nash, R., Teacher Expectations and Pupil Learning.

Also relevant papers in Morrison, A., and Macintyre, D. (eds.), Social Psychology of Teaching.

Rist, R.C., "Student Social Class and Teacher Expectations: The Self-fulfilling Prophecy in ghetto education," Harvard Educational Review, 1970, No. 40, pp. 411-451.

Clairborn, W.L., "Expectancy Effects in the Classrooms: A failure to replicate," Journal of Educational Psychology, 1969, Vol. 60, pp. 377-383.

Eysenck, H.J., Race, Intelligence and Education.

SECTION 6: RESEARCH IN SOCIOLOGY OF EDUCATION

Walker, R., and Adelman, C., A Guide to Classroom Observation. London: Metheun.

Stubbs, M. and Delamont, S. (eds.), Explorations in Classroom Observations. London: Metheun.

Delamont, S., Interaction in the Classroom. London: Metheun.

Also Stubbs, M. Language, Schools and Classrooms.

Chanan, G., and Delamont, S. (eds.), Frontiers of Classroom Research. Slough: NFER.

Vaizey, J. Norris, K., and Sheehan, J., The Political Economy of Education. London: Duckworth.

Nash, R., Schooling in Rural Societies. London: Metheun (1980).

Also relevant sections of Education, Structure and Society (B.R. Cosin).

SECTIONS 7 & 8: EMERGING PERSPECTIVES IN THE SOCIOLOGY OF EDUCATION, CULTURE

Floud, J., "Sociology of Education," Sociological Review Monograph, No. 4, July, 1961.

Bernbaum, G., Knowledge and Ideology in the Sociology of Education. London: The MacMillan Press, Ltd.

Young, M.F.D., (ed.), Knowledge and Control: New Directions for the Sociology of Education. London: Collier-MacMillan.

Brown, R., Knowledge, Education and Cultural Change.

Davies, B., Social Control and Education. London: Metheun.

Bernstein, B., Class, Codes and Control (Volumes 1 & 3). London: RKP.
Here, special attention should be paid to Bernstein's papers titled
"Open School, Open Society"
"Ritual in Education"
"On the Classification and Framing of Knowledge"
"Class and Pedagogies"

Some of these papers also can be found in School and Society (edited by Cosin), Knowledge and Control (edited by MFD Yound), and Readings in the Theory of Educational Systems (edited by Hopper).

Sharp, R., and Green, A.G., Education and Social Control.

Lawton, Denis, Class, Culture and the Curriculum.

SECTION 9: THE TEACHING PROFESSION

Grace, G.R., Role Conflict and the Teacher.

Musgrove, F. and Taylor, P., Society and the Teacher's Role.

Lortie, D., Schoolteacher: A Sociological Study.

Bernbaum, G., "Headmasters and Schools," Contemporary Research in Sociology of Education (Eggleston).

Lacey, C., The Socialization of Teachers.

Etzioni, A., The Semi-professions and their Organizations.

Johnson, T., Professions and Power.

UNIVERSITY OF PORT HARCOURT
FACULTY OF EDUCATION

EDU 502.1: SOCIOLOGY OF EDUCATION (M.Ed. PROGRAMME)

COURSEWORK ESSAYS AND SEMINARS

Students specializing in Sociology of Education (Category A Candidates) are required to present two written essays (selected from the list below) and one Seminar each; while those who are not specializing in Sociology of Education (Category B candidates) must present one essay and one seminar.

ESSAY TOPICS:

Essay I: (for Categories A & B Candidates.) To be submitted before February 22, 1981.

Either
"The Education System is alleged to provide a ladder of opportunity, but in practice it merely reinforces the status quo."

Or
Discuss with reference to specific research findings the view that there is a relationship between parental background and educational achievement.

Or
Examine critically the Theory and Practice of Compensatory Education.

Or
Analyze critically Federal Government's policies toward the eradication of educational imbalances in Nigeria.

Essay II: (for Category A Candidates only.) To be submitted before March 22, 1981.

Either
Write a review of the research evidence on either the self-fulfilling prophecy or streaming.

Or
Discuss recent attempts to effect greater consideration of the content of education.

Or
Is there a 'new' Sociology of Education?

Or
Discuss recent approaches to Classroom Research.

New York University
School of Education, Health, Nursing and Arts Professions
Department of Organizational and Administrative Studies
Program in Educational Sociology

E20.2163
The Sociology of Higher Education
Prof. Floyd M. Hammack

Office: 300 East Bldg.
Telephone: 598-2775

Introduction:

It is the purpose of this course to provide students with an introduction to the sociological study of higher education, especially in the United States. The course will cover several theoretical approaches to the study of education and will then examine a number of problems and questions regarding higher education, including social stratification, organization and authority, students and faculty.

The required texts are C. Jencks, The Academic Revolution, and Altbach and Berdahl, Higher Education in American Society. Additional assigned readings are mentioned in the following pages and materials will occassionally be distributed in class. These must not be written on or underlined, and will be returned at the end of the class.

Students will be required to prepare two article or book critiques on materials listed in the supplementary readings. Each paper, of approximately five pages in length, will review and critique two articles or books from one section of the syllabus.

A term paper of about fifteen pages will also be required. The paper may be on any topic of your choice, but closely related to the concerns of the course. Proposals of the paper must be prepared and are due during the middle of the semester (a specific date will be announced in class). Proposals should be about one to one and a half pages in length, describing the topic and appending an initial bibliography. Format for the paper and reference style should follow that given in the "notice to contributors" in each issue of the Sociology of Education.

Students will be expected to make an oral presentation based on their paper during the last few sessions of class. Presentations should be limited to ten to fifteen minutes in length.

Topics, Assignments, Recommended Reading

I Sociology of Higher Education: An Introduction

A. REQUIRED READING

1. B. Fisher, "Education in the Big Picture" Soc. of Ed. 45 (1972): 233-257.

2. Jencks and Riesman, Chapter 1, 2 and 4

3. Trow, Martin, "Reflections on The Transition from Mass to Universal Higher Ed." Daedalus, 99 (Winter, 70): 1-42.

4. Burton R. Clark, " Development of the Sociology of Higher Education" Sociology of Education. 46(Winter,73): 2-15

5. A.H. Halsey, "The Changing Functions of Universities in Advanced Industrial Societies" Harvard Educational Revi 30(Spring, 1960): 118-127.

6. J. Meyer, "The Effects of Education as an Institution" AJS 83(July, 77): 55-77.

7. R.O. Berdahl and P.G. Altbach, 1, 2,6,7.

B. SUGGESTED READINGS

1. A. Touraine, The Academic System in American Society. McGraw-Hill, 1974.

2. T. Parsons and G. Platt, The American University. Cambridge: Harvard U.P. 1973.

3. Burton Clark, Educating The Expert Society. S.F. Chandler, 1962.

4. J. Ben David, Trends in American Higher Education. Chicago: Univ. of Chicago Press, 1972.

5. J.S. Brubacher and R. Willis, Higher Education in Transition: A History of American Colleges and Universities. New York: Harper, 1968.

6. F. Rudolph, The American College and University New York: Random House, 1962.

7. L. Veysey. The Emergence of The American University. Chicago: University of Chicago Press, 1965.

8. L. Stone, ed. The University in Society, 2 vols. Princeton: Princeton University Press, 1974.

9. P.L. Dressel and L.B. Meyhew, Higher Education as a Field of Study. San Francisco: Jossey-Bass, 1974.

10. J. Fomerand, J.A. Van de Graaff, and Henry Wasser, Higher Education in Western Europe and North America: A Selected and Annotated Bibliography. New York: Council for European Studies, 1979.

11. Arthur W. Chickering, et. al., The Modern American College: Responding to the New Realities of Diverse Students and Changing Society. San Francisco: Jossey Bass, 1981.

12. Gerald Grant, et.al., On Competence: A Critical Analysis of Competence-Based Reforms in Higher Education. San Francisc Jossey Bass, 1979.

13. Oscar and Mary Handlin, The American College and American Culture. NY: McGraw Hill, 1970.

14. David Riesman, On Higher Education. San Francisco: Jossey Bass, 1981

15. Frederick Rudolph, Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey Bass, 1977.

II Higher Education and Social Stratification

A. REQUIRED READING

1. Jencks and Riesman, Chapter III,

2. R. Collins, "Some Comparative Principles of Educational Stratification" Harvard Educational Review, 47 (Feb,77): 1-2

3. A. Haller and A.O. Portes "Status Attainment Processes" Sociology of Education 46(Winter, 1973): 51-91.

4. Gail Thomas, et.al., "Access to Higher Education: The Importance of Race, Sex, Social Class and academic credentia. School Review 87(Feb, 79): 133-156.

B. SUGGESTED READINGS

1. B.E. Van Fossen, The Structure of Social Inequality. Boston: Little Brown, 1979. see especially chapter 8, p 246-279.

2. C.H. Persell, Education and Inequality. New York: Free Press, 1977.

3. R. Collins, The Credential Society. New York: New York: Academic Press, 1979.

4. V. Tinto, "Does Schooling Matter? A Retrospective Assessment. pp 201-235 in L.S. Shulman, ed. Review of Research in Education -1977 Itasca, Ill: Peacock, 1978.

5. J.A. Davis, "The Campus as a Frogpond: An Application of the Theory of Relative Deprivation to Career Decisions of College Men: American Journal of Sociology, 72 (July,66): 17-31.

6. J. Karabel and A.H. Halsey, eds., Power and Ideology in Education. New York: Oxford University Press, 1977.

7. J. Karabel, "Community Colleges and Social Stratification" Harvard Educational Review. 42(Nov.72): 521-562.

8. M. Milner, The Illusion of Equality. San Francisco: Jossey-Bass, 1972.

9. C. Jencks, Inequality New York: Basic Books, 1972.

10. M.S. Schudson, "Organizing The 'Meritocracy': A history of the College Entrance Examination Board." Harvard Educational Review, 42(Feb,72): 34-69.

11. Gail Thomas, "Race and Sex Group Equity in Higher Education: Institutional and Major Field Enrollment Statuses." American Educational Research Journal 17(1980): 171-181.

12. Christopher Jencks, et.al., Who Gets Ahead? The Determinants of Economic Success in America. NY: Basic Books, 1979.

III Higher Education and Employment

A. REQUIRED READING

1. G.D. Squires, "Education, Jobs and Inequality: Functional and Conflict Models of Social Stratification in the United States." Social Problems 24(April, 1977): 436-450.

2. D.M. Levine and M.J. Bane (eds.), The Inequality Controversy: Schooling and Distributive Justice. New York: Basic Books, 1975. see especially Section II, "What Determines Income?" pp. 121-194, and Burton A. Weisbrod, "Education and Investment in Human Capital" p 123-146.

3. F. M. Hammack, "The Value of a College Education". School Review, 86(Aug.78): 669-679.

B. SUGGESTED READINGS

1. D. Kamens, "Colleges and Elite Formation: The Case of Prestigious American Colleges," Soc. of Educ. 47(Summer,74): 354-378.

2. J.G. Reitz, "Undergraduate Aspirations and Career Choice: Effects of College Selectivity" Soc. of Educ. 48(Summer, 75): 308-323.

3. R. Freeman, The Overeducated American. New York: Academic Press, 1976.

4. K. Arrow; "Higher Education as a Filter" Journal of Political Economy. 2(1973):193-216.

5. M.S. Gordon, (ed.) Higher Education and the Labor Market. NY: McGraw Hill, 1974.

6. Michael A. Carter, "Contradiction and correspondence: analysis of the relation of schooling to work" pp. 52-92 in Martin Carvoy and Henry M. Levin (eds.) The Limits of Educational Reform. New York: McKay, 1976.

7. C.A. Anderson, "A Skeptical Note on Education and Mobility" pp. 164-179 in A.H. Halsey, J. Floud and C.A. Anderson, (eds.), Education, Economy and Society. New York: Free Press, 1961.

8. M. Blaug, "The Correlation Between Education and Earnings: What does it signify?" Higher Education 1(1972): 53-77.

9. R. Layeard and G. Psacharopoulos, "The Screening Hypothesis and The Returns to education". Journal of Political Economy 82(Sept/Oct, 74): 985-998.

10. L. C. Solmon, "The Definition of College Quality and Its Impact On Earnings" Explorations in Economic Research 21(Fall,75): 537-587.

11. H. Bowen, Investment in Learning. San Francisco: Jossey-Bass, 1977.

12. I. Berg. Education and Jobs, Boston: Beacon, 1971.

13. H. Wechsler, The Qualified Student, A History of Selective College Admissions in America. New York: Wiley, 1977.

14. S.B. Withey, A Degree and What Else? New York: McGraw, 1971.

15. The Second Newman Report: National Policy and Higher Education. Cambridge: MIT Press, 1973.

IV Differentiation in Higher Education

A. REQUIRED READING

1. Jencks and Riesman, Chapter V, VII, VIII IX, and X.

B. SUGGESTED READINGS

1. D. Riesman, Constraint and Variety in American Education. Garden City: Doubleday, 1953.

2. D. Riesman, J. Gusfield and Z. Gamson, Academic Values and Mass Education. New York: McGraw-Hill, 1970.

3. L.S. Zwerling, Second Best: The Crisis of the Community College. New York: McGraw-Hill, 1976.

4. A.W. Astin and C.B.T. Lee, The Invisible Colleges: A Profile of Small, Private Colleges with Limited Resources. New York: McGraw-Hill, 1974.

5. C. Kerr, The Uses of the University. New York: Harper Torch Books, 1972.

6. B. Clark, The Distinctive College. Chicago: Aldine, 1970.

7. C.K. Monroe, Profile of the Community College San Francisco: Jossey-Bass, 1972.

8. C.A. Anderson,et.al., Where Colleges Are and Who Attends. NY" McGraw Hill, 1972.

9. Gerald Grant and David Riesman, The Perpetual Dream: Reform and Experiment in the American College. Chicago: University of Chicago Press, 1978.

10. Richard Alba and David Lavin, "Community Colleges and Tracki: in Higher Education", Sociology of Education 54()ct, 81):2

11. David Riesman, "The Evangelical Colleges: Untouched by the Academic Revolution" Change 13 (Jan-Feb, 81):13-20.

12. Howard London, The Culture of a Community College. NY: Preager, 1978.

13. Jeffery M. Jacques, "The Split Labor Market and Ethnic Antagonism: A Case Study in Higher Education." Sociology of Education 53(Oct. 1980):225-236.

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V Organization and Authority in Higher Education

A. REQUIRED READING

1. Altbach and Berdahl, 3,8,9,10,11,14,15,16.

B. SUGGESTED READINGS

1. P. Blau, The Organization of Academic Work. New York: Wiley, 1973.

2. J.V. Baldridge, Power and Conflict in the University. New York: Wiley, 1971.
Academic Governance. San Francisco: McCutchan, 1971.

3. J.J. Corson, Governance of Colleges and Universities. New York: McGraw-Hi-l, 1960.

4. E. Gross and P.V. Grambsch, Changes in University Organization. 1964-1971. New York: McGraw, 1974.

5. J.A. Perkins, The University as an Organization. New York: McGraw, 1972.

6. J.B. Lodahl & G. Gordon; "The Structure of Scientific Fields and the Functioning of University Graduate Departments." American Sociological Review, 37(Feb.72): 57-72.

7. N.J. Demerath, et. al. Power, Presidents and Professors. New York: Basic Books, 1967.

8. C.E. Kruytbosch and S. Messinger, (eds.) The State of the University: Authority and Change. Beverly Hills: Sage, 1970.

9. E.C. Ladd and S.M. Lipset. Professors, Unions and American Higher Education. Washington D.C.: American Enterprise Institute for Public Policy, 1973.

10. F. Kemerer and J.V. Baldridge, Unions on Campus. San Francisco: Jossey-Bass, 1975.

11. G.L. Riley and J.V. Baldridge, Governing Academic Organizations: New Problems, New Perspectives. Berkeley: McCutchan, 1977.

12. Logan Wilson, American Academics Then and Now. NY: Oxford,1979

VI Students in Higher Education

A. REQUIRED READING

1. Jencks and Riesman, Chapter II; Altbach and Berdahl, 13.

2. K. Feldman, "Some Theoretical Approaches to the Study of Change and Stability of College Students." Review of Educational Research, 42(1972): 1-26.

3. A. Astin, The Methodology of Research on College Import, I, II. Sociology of Education. 43(Summer, 70): 223-254 (I); 43(Fall, 70): 437-450.

B. SUGGESTED READINGS

1. K. A. Feldman, College and Student. New York: Pergamon, 19[illegible]2

2. K.A. Feldman and T.H. Newcomb, The Impact of College on Students. San Francisco: Jossey-Bass, 1969.

3. A.W. Astin, Four Critical Years. San Francisco. Jossey-Bass, 1978.

4. Howard Bowen, Investment in Learning. San Francisco: Jossey-Bass, 1977.

5. P.E. Jacob, Changing Values in College. New York: Harper, 19[illegible]

6. D. Kamens, "Legitimating Myths and Educational Organization: The Relationship Between Organizational Ideology and Formal Strucuture." American Sociological Review, 42(April,77):208-219.

7. N. Sanford. (ed.) The American College. New York: Wiley, 19[illegible]2

8. M. Trow (ed.) Teachers and Students. New York: McGraw, 1975

9. A. Chickering, Education and Identity. San Francisco: Jossey-Bass, 1969.

10. O. and M. Handlin, The American College and American Culture. New York: McGraw, 1970.

11. V. Tinto, "Dropout from Higher Education: A Theoretical Synthesis of Decent Research" Review of Educational Research. 45(Winter, 75): 89-125.

12. K.P. Cross, Beyond The Open Door. San Francisco: Jossey-Bass, 1971.

13. Kristine L. Anderson, "Post High School Experiences and College Attrition", Sociology of Education 54(Jan. 81):1-15.

14. Robert L. Bailey, et. al., Minority Admissions. Lexington, MA: Lexington Books, 1978.

15. Oscar Lenning, et.al., Attrition and Retention: Evidence for Action and Research. Boulder: National Center for Higher Education Management Systems, 1979.

16. Arthur Levine, When Dreams and Heroes Died. San Francisco: Jossey Bass, 1980.

17. Dean R. Hoge, et.al., "Trends in College Students' Values Between 1952 and 1979: A Return to the Fifties?" Sociology of Education 54(Oct, 81):263-274.

18. T.J. Pantages and C.F. Creedon, "Studies of College Attrition" Review of Educational Research 48(Wntr, 78):49-102.

VII Faculty in Higher Education

A. REQUIRED READING

1. Altbach and Berdahl, 4,5,12.

B. SUGGESTED READINGS

1. D. Bornehimer, et. al The Faculty in Higher Education. Danville Interstate, 1973.

2. D.F. Lazarsfeld & W. Thieleus, Jr., The Academic Mind. Glencoe: Free Press, 1958.

3. M.S. Larson, The Rise of Professionalism. Berkeley: University of California Press, 1977.

4. R. Hall, "Bureaucratization and Professionalization" American Sociological Review. 33(Feb, 1968)

5. E. Hughes, Men and Their Work. Glencoe: Free Press, 1958,.

6. Sociology of Education. "New Research on the Academic Professions" Whole issue, 47(Winter, 74): 1-169

7. T. Caplow and R. McGee, The Academic Marketplace. New York: Basic Books, 1958.

8. A.W. Gouldner, "Cosmopolitans and Locals: Toward an Analysis of Latent Scial Role" Administrative Science Quarterly 2(1957-58): 281-306 (Part I), and 440-480 (Part II).

BEST COPY AVAILABLE

9. E.C. Ladd and S.M. Lipset, The Divided Academy. New York: McGraw, 1975.

10. P.G. Altbach (ed.), Comparative Perspectives on the Academic Profession. New York: Praeger, 1978.

11. B. Fischer and F.M. Hammack. "Contradictions of Work: The New Left Professors" Socialist Review 8(Nov-Dec, 1978): 93-102

12. C.H. Andrson and J.D. Murray (eds.), The Professors. Cambridge: Schenkman, 1971.

13. American Association of University Professors and the Association of American Colleges Commission, Faculty Tenure. San Francisco: Jossey-Bass, 1973.

14. Mary Frank Fox, "Sex Salary and Achievement: Reward Dualism in Academia". Sociology of Education 54(Ap. 81):71-84.

15. Danell R. Lewis and William E. Becker (eds.), Academic Reward in Higher Education. Cambridge, MA: Ballinger, 1979.

16. Lionel Lewis, Scaling the Ivory Tower: Merit and its Limits in Academic Careers. Baltimore: Johns Hopkins University Press 1975

17. Richard A. Wanner, el.al., "Research Productivity in Academia: A Comparative Study of the Sciences, Social Sciences and Humanities." Sociology of Education 54 (Oct, 81):238-253.

18. Neil Smelser and Robin Content, The Changing Academic Market: General Trends and a Berkeley Case Study. Berkeley: Univ. of Calif. Press, 1980.

FALL 1983

EPS 310-635-8
The Sociology of School Organization
4:00-6:30 p.m.

Prof. Mary Metz
208 Education Building
Hours: Mon. 1:30-2:30
Wed. 9:15-10:16

Phone: 262-6863
262-1760
Home: 414-962-2064

Course Description

The course explores social structures and processes within American schools and their links to their contects. There is an emphasis in its readings on ethnographic accounts which describe particular settings in some detail and use them to generate insights into processes at work more generally. The course opens with an analysis of the social nature of public schools, especially the ways in which the behavior of students, teachers and administrators is shaped by the elements of life in an organization. The second section of the course explores varied models of the way schools function as whole organizations and the linkages of schools to entities by whose rules they are formally ground: school districts, state governments, and the federal government. The third section of the course deals with interactions between schools and the communities and subcultures from which their students come. It looks at relationships in homogeneous and heterogeneous settings, including desegregated schools. The last section of the course explores the implications of the relations already discussed for the third section of the course deals with interactions between schools and the communities and subcultures from which their students come. It looks at relationships in homogeneous and heterogeneous settings, including desegregated schools. The last section of the course explores the implications of the relations already discussed for the establishment of innovations in schools.

Course Requirements

Class meetings will include presentations by the instructor and discussions by the class. Students are expected to come to class prepared to discuss the readings assigned for that meeting. There will be two take-home examinations, due October 12 and November 9, and a take-home final examination. A term paper (5-10 pages for undergraduates, 8-15 pages for graduates) will be due November 23. Term papers are intended to allow students to explore topics of their own interest within the general area of the course. Students may write a library research paper or may use course concepts to analyze a school setting with which they are familiar. A statement of the paper topic and a brief outline are due in class October 26.

Readings

A course schedule with required and recommended readings is attached. All required and recommended readings listed under each week's topic are on reserve at Helen C. White. Most are also available at the IMC. Graduates are expected to read most of the recommended readings; undergraduates are encouraged but not required to do so. Other recommended readings for further exploration in the area are listed at the end of the syllabus. These readings are not on reserve, at least not for this course.

Readings cont.

Books recommended for purchase (available at the University Bookstore) are:

Steven Bossert, Tasks and Social Relationships in Classrooms

Baldridge and Terrence Deal, The Dynamics of Organizational Change in Education

Mary Metz, Classrooms and Corridors

Those of you who like to buy your books will also find available a few copies of:

Janet Schofield, Black and White in School

Most of the required reading not included in books purchased is available in a collection of reprinted articles at Kinkos, 620 University Avenue.

SCHEDULE OF TOPICS AND READINGS

I. SOCIAL INFLUENCES ON THE INTERIOR LIFE OF SCHOOLS

Week 1: Aug. 31 Introduction: The Sociology of School Organizations

Week 2: Sept. 7 Schools ' Multiple Goals

Required Reading

Metz, Mary Haywood, Classrooms and Corridors, pp. 1-144.

Recommended Reading

Clark, Burton R. "The Organizational Saga in Higher Education," in Baldridge J.V. and Deal, T.E. (eds.) The Dynamics of Organizational Changes in Education, --. 373-382.

*Bidwell, Charles, "Students and Schools: Some Observations on Client Trust in Client Serving Institutions," in W. R. Rosengren and M. Lefton, (eds.) Organizations and Clients, 37-70.

Week 3: Sept 14. Commitment and Control in Schools

Required Reading

Metz, Classroom....147-255

Recommended Reading

McNeil, Linda. "Negotiating Classroom Knowledge: Beyond Achievement and Socialization," Journal of Curriculum Studies, Vol. 13, No. 4 (Oct.-Dec. 1981) pp. 313-328.

Swidler, Ann. Organization Without Authority, pp. 40-82, 110-130.

Week 4: Sept. 21 Effects of Technology and Structure on Classroom Life

Required Reading

Jackson, Philip. Life in Classrooms, Chap. 1.

Bossert, Steven. Tasks and Social Relationships in Classrooms

Recommended Reading

Cusick, Phillip. Inside High School, Chap. 3

Dreeben, Robert. "The School as a Workplace," in RMW Travers (ed.), Second Handbook of Research on Teaching, pp. 450-473.

Week 5: Sept. 28 Effects of Technology and Structure on Teachers' Work

Required Reading

Jackson, Life in Classrooms, Chaps. 4 and 5 Lorite, Dan. "The Balance of Control and Autonomy in Elementary School Teaching," in A Etzioni, (ed.), Semi-Professions and Their Organization, pp. 1-53.

Recommended Reading

Biklen, Sari, "Autonomy in the Lives of Women Elementary School Teachers," Paper presented to the American Educational Research Association, 1982.

Hanson, E. Mark. "Organizational Control in Educational Systems: A Case Study of Governance in Schools," in S. Bacharach (ed.) Organizational Behavior in Schools and School Districts, 245-276.

Schedule of Topics and Readings-cont.

Week 6: Some Effects of Schools' Environments

Oct. 5 Required Reading

Smith, Louis et al. "A Longitudinal Nested Systems Model of Innovation and Change in Schooling," in Samuel Bacharach (ed.), Organizational Behavior in Schools and School Districts, pp. 160-207.

Johnson, Susan Moore, "Performance-Based Staff Layoffs in the Public Schools: Implementation and Outcomes," in J.V. Baldridge and T. Deal, The Dynamics of Organizational Change in Education, pp. 426-450.

Recommended Reading:

Corwin, Ronald "Patterns of Organizational Control and Teacher Militancy: Theoretical Continuities in the Ideal of 'Loose Coupling'", in R. G. Corwin, (ed.), Research on Educational Organizations, Vol. 2 in A. Kerckhoff (ed.) Research in Sociology of Education and Socialization, 261-291.

Apple, Michael. "Curricular Form and the Logic of Technical Control: Building the Possessive Individual." The Journal of Economic and Industrial Democracy

II. ORGANIZATIONAL MODELS OF SCHOOLS AND LINKAGES TO LARGER UNITS

Week 7: Schools as Loosely Coupled Systems

Oct. 12 FIRST EXAMINATION DUE

Required Reading

Baldridge and Deal, The Dynamics..., pp. 1-14. Deal, Terrence and Wiske, Martha S., "Planning, Plotting and Playing in Education's Era of Decline," in Baldridge and Deal, The Dynamics...,pp. 451-472. Weick, Karl, "Educational Organizations as Loosely Coupled Systems." in Baldridge and Deal, The Dynamics...,pp. 15-37.

Week 8: Schools as Political Entities and Their Relation to the Politics of School Districts

Oct. 19 Required Reading

Baldridge, J. Victor. "Organizational Characteristics of Colleges and Universities," in Baldridge and Deal, The Dynamics, pp. 38-59. Bacharach, Samuel. "Organizational and Political Dimensions for Research on School District Governance and Administration," S. Bacharach, (ed.), Organizational Behavior, pp. 3-43.

Recommended Reading

Bacharach, Samuel and Mitchel, Stephen, "Interest Group Politics in School Districts: The Case of Local Teachers' Unions," in S. Bacharach, Organizational Behavior, 494-526.

Schedule of Topics and Readings-cont.

Week 9: Schools as Symbolic Institutions: School System and School Relationships
Oct. 26 Required Reading

Meyer, John, Scott, W. Richard and Deal, Terrence. "Research on School and District Organization," in Baldridge and Deal, Dynamics, 409-425. Meyer, John and Rowan, Brian. "The Structure of Educational Organizations," in Baldridge and Deal, The Dynamics, 60-87.
Deal, Terrence and Nutt, Samuel. "Planned Change in Rural School Districts" in Baldridge and Deal, The Dynamics, 137-166.

Recommended Reading

Metz, Mary. "The Life Course of Magnet Schools: Organizational and Political Influences" Teachers College Record, forthcoming.

Week 10: The Effects of State and Federal Governments on Schools

Nov. 2 Required Reading

Wise, Arthur "Why Educational Policies Often Fail: The Hyperrationalization Hypothesis," in Baldridge and Deal, The Dynamics, pp. 93-113.
Farrar, Eleanor, DeSanctis, John and Cohen, David, 'The Lawn Party: The Evolution of Federal Programs in Local Settings, in Baldridge and Deal, The Dynamics, pp. 114-126.
Terman, Paul. "The Study of Macro and Micro-Implementation," Public Policy, Vol. 26, #2, (Spring 1978), pp. 157-184.

Recommended Reading

Sproull, Lee; Weiner, Stephen and Wolf, David. "Observations on Organizing an Anarchy" in Baldridge and Deal, The Dynamics, pp. 306-320.
Kirst, Michael, "The Rise and Fall of PPBS in California," in Baldridge and Deal, pp. 127-136.

III. SCHOOLS AND COMMUNITIES

Week 11: Communities and Schools: Similarities and Differences
Nov. 9 SECOND EXAMINATION DUE

Required Reading

*Wolcott, Harry F. "The Elementary School Principal: Notes from a Field Study," in G.D. Spindler (ed.), Education and Cultural Process (1974), 176-204
McPherson, Gertrude. Small Town Teacher, pp. 82-151.

Recommended Reading

Peshkin, Alan. Growing Up American. Chap. 10.

Week 12: Community and School: Difference and Distance
Nov. 16 Required Reading

Wax, Murray, Wax, Rosalie, and Dumont, Robert. "Formal Education in an American Indian Community" An SSSP Monograph. Supplement to Social Problems. Vol. 11, Spring 1964.
Heath, Shirley Brice. "Questioning At Home and at School: A Comparative Study," in George Spindler (ed.), Doing the Ethnography of Schooling, pp. 102-131.

Schedule of Topics and Reading--cont.

Recommended Reading

McDermott, R.P. and Aron, J. "Pirandello in the Classroom," in M. Reynolds (ed.), The Futures of Education Collins, Thomas W. "From Courtrooms to Classrooms: Managing School Desegregation in a Deep South High School," in Ray Rist, (ed.), Desegregated Schools, pp. 89-114.

Week 13 Desegregated Schools

Nov. 23 TERM PAPER DUE

Required Reading

Schofield, Janet. Black and White in School: Trust, Tension or Tolerance? Chaps. 1-3, 6-7.

Recommended Reading

*Schwartz, Audrey J. "Social Science Evidence and the Objectives of School Desegration," in J. E. McDermott (ed.) Interminacy in Education pp. 73-113.
Kirp, David L. Fine, Doris and Angelides, Sotririos. "Desegregation, Politics and the Courts: Race and Schooling Policy in Richmond, California" American Journal of Education 88 No. 1 (Nov. 1979) pp. 32-82. Also in D. L. Kirp, (ed.), Just Schools in Chapter 7, "Richmond"

IV. EDUCATIONAL INNOVATION

Week 14: Nov. 30 Educational Innovation for Whose Needs?

Required Reading

Baldridge, J. Victor, "Rules for a Macchiavellian Change Agent: Transforming the Entrenched Professional Organization," in Baldridge and Deal, The Dynamics, pp. 209-219.
Mehan, Hugh, et al, "Identifying Handicapped Students" in S. Bacharach (ed.), Organizational Behavior...pp. 381-428.
Weiner, Stephen, "Participation, Deadlines, and Choice" in Baldridge and Deal, The Dynamics, pp. 306-320.

Recommended Reading

Milbrey McLaughlin, "Implementation of ESEA Title 1: A Problem of Compliance," in Dale Mann, ed. Making Change Happen? Teachers College Press, 1978, pp. 162-85.

Week 15: Dec. 7 Educational Innovation at Whose Instigation?

Required Reading

Boyd, William L. "The Politics of Curriculum Change and Stability," in Baldridge and Deal, Organizational Behavior...pp. 232-248
Behrman, Paul and McLaughlin, Milbrey, W. "Implementation of Educational Innovations," Educational Forum 50 (March 1976) pp. 345-379.

Schedule of Topics and Reading--cont.

Datta, Lois-Ellin, "Changing Times: The Study of Federal Programs Supporting Educational Change and the Case for Local Problem Solving." Teachers College Record 82 (Fall 1980), pp. 101-116

Recommended Reading

Cohen, Michael and March, James, "Leadership in an Organized Anarchy" in Baldridge and Deal, The Dynamics, pp. 333-366.

Final Examination Period

Final Examination DUE

RECOMMENDED READING

There follows a list of some sources that may be useful in pursuing topics in the course further. They have not been put on reserve for this sourse, though they may be on reserve for other courses. Most should be available in Memorial Library.

Week 2: Goals

Dreeben, Robert. On What is Learned in School
Bowles, Samuel and Gintis, Herbert. Schooling in Capitalist America.
Collins, Randall. The Credential Society.
Gracey, Harry. Curriculum a Craftsmanship.

Week 3: Commitment and Control

National Institute of Education, Violent Schools, Safe Schools: The Safe School Study Report to the Congress

Lacey, Colin, Hightown Grammar.

Hargreaves, David. Social Relations in a Secondary School.

Hargreaves, David, et al. Deviance in Classrooms.

Waller Willard. The Sociology of Teaching.

Week 4: Technology and Structure: The Classroom

Ball, Steven. Beachside Comprehensive.
Sharp, Rachel and Green, Anthony, Education and Social Control
Bidwell, Charles and Kasarda, John. "Conceptualizing and Measuring the Effects of School and schooling," American Journal of Education, Vol. 88, No. 4 (August 1980), pp. 401-430.

Metz, Mary. "Sources of Constructive Social Relationships in an Urban Magnet School" American Journal of Education, Vol. 91, No. 2, (February 1983), pp. 202-245.

Week 5: Technology and Structure: The Teacher's Work
Corwin, Ronald G. Militant Professionalism.
Lortie, Dan C. Schoolteacher: A Sociological Study.
Dornbusch, Sanford M.and W. Richard Scott, Evaluation and the Exercise of Authority.

Week 6: Some Effects of Schools' Environments

Lightfoot, Sara. Worlds Apart
Carew, Jean and Lightfoot, Sara. Beyond Bias.
Nordstrom, Carl, Friedenberg, Edgar and Gold, Hilary.
Willis, Paul, Learning to Labor
Everhart, Robert, Reading, Writing and Resistance: Adolescence and Labor in a Junior High School

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Week 7-9: Models of Schools as Organizations and Linkages to the School District

William Firestone and Robert Herriott, "Images of Organization and the Promotion of Educational Change," in R.G. Corwin, Research on Educational Organizations, pp. 221-260.

Richard Elmore, "Organizational Models of Social Program Implementation," in Dale Mann, ed. Making Change Happen? Teachers College Press, 1978, 185-223.

C. B. Derr and T.E. Deal, "Toward a Contingency Theory of Change in Education: Organizational Structure, Processes, and Symbolism," in Edmund J. King, ed. Education for Uncertainty London: Sage Publications, 1978, pp. 39-70

Peterson, Paul, School Politics Chicago Style

Gittell, Marilyn, Participants and Participation: A Study of School Policy in New York

Rogers, David. 110 Livingston Street: Politics and Bureaucracy in the New York City Schools

Summerfield, Harry L. The Neighborhood-based Politics of Education

Week 10: The Effects of State and Federal Government

Richard Weatherley and Michael Lipsky, "Street-Level Bureaucrats and Institutional Innovation: Implementing Special Education Reform," in Dale Mann, ed. Make Change Happen? Teachers College Press, 1978, pp. 49-77.

Lufler, Henry S. "Debating with Untested Assumptions: The Need to Understand School Discipline," Education and Urban Society, 11 (August 1979).

Murphy, Jerome T. and David K. Cohen, "Accountability in Education--The Michigan Experience" Public Interest 36 (Summer 1974), 53-81.

Corwin, Ronald G. Reform and Organizational Survival: The Teacher Corps as an Instrument of Educational Change.

Writ, Frederick, ed. The Polity of the School

Wise, Arthur. Legislated Learning. The Bureaucratization of the American Classroom.

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635 Recommended Readings--cont.

Week 11-12: Schools and Communities

*McDermott, R. P. Achieving School Failure: An Anthropological Approach to Illiteracy and Social Stratification in George Spindler (ed.) Education and Cultural Process pp. 82-118, pp. 139-153.

Spindler, George "Beth Anne--A Case Study of Culturally Defined Adjustment and Teacher Perceptions" in Spindler pp. 139-153.

Rist, Ray C. The Invisible Children

Rist, Ray. The Urban School: A Factory for Failure

Ogbu, John. The Next Generation: An Ethnography of an Urban Neighborhood

Katz, Michael. Class, Bureaucracy and Schools

Varenne, Herve. Americans Together

Sociology of School Organization

Week 13: Desegregation

Bell, Derrick, Shades of Brown: New Perspectives in School Desegration

Orfield, Gary, Must We Bus? Segregated Schools and National Policy

Kirp, David, Just Schools: The Idea of Racial Equality in American Education

Crain, Robert L. et al. Making Desegregation Work: How Schools Create Social Climates

Kluger, Richard, Simple Justice: The History of Brown vs. Board of Education and Black America's Struggle for Equality

Noblit, George, ed. The Principal and School Desegregation: An Anthology of Interpretive Studies

St. John, Nancy, School Desegregation

Dentler, Robert and Scott, Marvin, Schools on Trial: An Inside Account of the Boston Desegregation Case

Week 14-15: School Innovation

Herriott, Robert and Gross, Neal, eds. The Dynamics of Planned Educational Change

Firestone, William, Great Expectations for Small Schools

Smith, Louis and Keith, Patricia, Anatomy of an Innovation: An Organizational Analysis of an Elementary School

Goodlad, John I. The Dynamics of Educational Change: Toward Responsive Schools

Wolcott, Harry L. Teacher vs. Technocrats: An Educational Innovation in Anthropological Perspective

Sussmann, Leila. Tales Out of School

635 Recommended Readings--cont.

House, Ernest R. The Politics of Educational Innovation

House, E. "Technology vs. Craft: A Ten Year Perspective on Innovation," Journal of Curriculum Studies 11 (1979), 1-15.

Everhant, Robert. Reading, Writing and Resistance: Adolescence and Labor in a Junior High School

UNIVERSITY OF WISCONSIN-MADISON
Educational Policy Studies

EPS 635, The Sociology of School Organization

INDEX TO KINKOS' READER

1. Dan Lortie, "The Balance of Control and Autonomy in Elementary School Teaching."
2. Louis Smith, et al. "A Longitudinal Nested Systems Model of Innovation and Change in Schooling."
3. Samuel Bacharach, "Organizational and Political Dimensions for Research on School District Governance and Administration."
4. Paul Berman, "The Study of Macro and Micro-Implementation."
5. Harry Wolcott, "The Elementary School Principal: Notes from A Field Study."
6. Gertrude McPherson, Small Town Teacher, Chapters 4 and 5
7. Murray Wax, et al., "Formal Education in an American Indian Community."
8. Shirley Brice Heath, "Questioning at Home and at School: A Comparative Study."
9. Hugh Mehan, et al. "Identifying Handicapped Students."
10. Paul Berman and Milbrey McLaughlin, "Implementation of Educational Innovations."
11. Lois-Ellin Datta, "Changing Times: The Study of Federal Programs Supporting Educational Change and the Case for Local Problem Solving."

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SOCIOLOGY 31
SOCIOLOGY OF EDUCATION
Amherst College

FALL, 1983
JIM ROTHENBERG
TU TH 8-9:30

COURSE OUTLINE AND READINGS

Most students will have spent nearly 15,000 hours in educational institutions by the time they graduate from high school. How much of an impact do schools have on people? How does the structure of the institution affect what happens to students? In the long run, does all this schooling make any difference? This course will examine the role of education and the structure of educational institutions (including colleges and universities) in American society. The process by which skills, cultural norms, and cultural values are transmitted will be studied. Also, the distribution of educational opportunity will be explored. These issues will be dealt with at the level of the classroom, the school, and the community. The latter part of the course will focus on school desegregation and the creation of change in the educational system.

I. Society and Education

A. Education and Society (Sept. 13-15)

Readings: Boocock, 3-15.
Bowles and Gintis, 18-49, 151-200.

B. Schooling Outcomes (Sept. 20-22)

Readings: Boocock, 39-63
Bowles and Gintis, 102-124
Ryan, 3-20, 121-137
Bar-Tal (in Bar-Tal and Saxe) 149-164
Bane and Jencks (in Whitten), 196-200

C. Education and the Community (Sept. 27)

Readings: Boocock, 245-276
Fantini (Xerox)
Pfautz (in Levin) 13-39

II. Schools

A. As an Organization (Sept. 29 - Oct. 6)

Readings: Boocock, 127-145
Metz, 3-32, 147-167, 188-218
Chesler and Cave, 127-157

B. Teachers and Teacher Socialization (Oct. 11-13)

Readings: Boocock, 146-154
Metz, 35-68, 168-187
Lortie (in Etzioni), 1-46

SOCIOLOGY 31
SOCIOLOGY OF EDUCATION

FALL, 1983
JIM ROTHENBERG

C. Students and the Peer Group (Oct. 18-20)

Readings: Boocock, 102-123, 212-239
Metz, 69-90, 219-240
Larkin, 69-94

III. Classrooms

A. What are classrooms like? What is learned? (Oct. 25 - Nov. 1)

Readings: Boocock, 167-189
Bowles and Gintis, 125-148
Jackson, 3-37, 85-111
Aronson (in Bar-Tal and Saxe), 257-272
Dreeben (in Harvard Educational Review, 1967, Vol. 37), 23-49
Bossert, 1-46
Schmuck (in Bar-Tal and Saxe), 231-255

B. Teacher-Student Interactions (Nov. 3-10)

Readings: Boocock, 154-160
Rist (in Harvard Educational Review, 1970, Vol. 40) 411-451
Metz, 91-144
Bossert, 47-101

C. Gender Role Socialization (Nov. 15)

Readings: Boocock, 84-101
Bem and Bem (in Krupat), 60-73

D. Alternative Classroom Structures (Nov. 17)

IV. School Desegregation (Nov. 29 - Dec. 1)

Readings: Schofield (in Bar-Tal and Saxe), 329-358
Feagin (in Stephan and Feagin), 25-50
Taylor (in Hawley), 15-31
Epps (in Hawley), 85-106
Rossell and Hawley (in Hawley), 157-184
Hawley (in Hawley), 297-307

V. Changing Schools (Dec. 6-13)

Readings: Bowles and Gintis, 245-263
Metz, 243-254
Freire, Pedagogy of the Oppressed

SOCIOLOGY 31
SOCIOLOGY OF EDUCATION

FALL, 1983
JIM ROTHENBERG

RECOMMENDED FOR PURCHASE

Boocock, S.	Sociology of Education: An Introduction (2nd edition, 1980)
Bossert, S. T.	Tasks and Social Relationships in Classrooms (1979)
Bowles, S. and Gintis, H.	Schooling in Capitalist America (1976)
Freire, P.	Pedagogy of the Oppressed (1970)
Metz, M. H.	Classrooms and Corridors (1978)

ON RESERVE

Bar-Tal, D. and Saxe, L. (eds.)	Social Psychology of Education (1978)
Chesler, M. and Cave, W.	Sociology of Education (1981)
Etzioni, A. (ed.)	The Semi-Professions and Their Organizations
Hawley, W. D. (ed.)	Effective School Desegregation (1981)
Jackson, P.	Life in Classrooms (1968)
Krupat, E.	Psychology is Social (1975)
Larkin, R. W.	Suburban Youth in Cultural Crisis (1979)
Levin, H. M.	Community Control of Schools
Ryan, W.	Equality (1981)
Stephan, W. G., and Feagin, J. R. (eds.)	School Desegregation: Past, Present and Future (1980)
Whitten, P. (ed.)	Readings in Sociology: Contemporary Perspectives (2nd ed., 1979)

COURSE REQUIREMENTS

All students must take the final exam which is worth 20% of the final grade. To complete the course requirements you may select a combination of papers and projects from the options described below.

TERM PAPER: Choose a topic of relevance to course material. There are numerous ways to select a topic and to write the paper. You could pick an area about which you would like to know more. You might pose a question and then seek material with which to answer it.

Do library research, seeking relevant journal articles and books. (See attached LIBRARY RESEARCH sheet.) The paper should critique, integrate and analyze this material.

If you choose this option, you must count the paper for at least 20% of your final grade. A paper worth 20% should be about 8 typed pages. Add 2 pages for every 5% increment in the final grade. Thus, a paper worth 30% of the final grade should be about 12 typed pages in length.

SOCIOLOGY 31
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FALL, 1983
JIM ROTHENBERG

BOOK REVIEW: Choose a book which is relevant to course material. Write a book review (4 to 5 typed pages). A book review should contain a brief summary of key ideas and themes as well as a critique. Critiques can be both positive and negative. On the positive side you might talk about the ideas and concepts you particularly liked, why you liked them, and some interesting implications of those ideas. You should show how concepts in the book relate to, expand, or contradict other concepts described in course lectures and readings. On the negative side you can point out problems with the arguments, internal contradictions, or biases of the author which unduly distort the presentation. (Critiques of the "this book was boring" type are OK but, a) need to be explained, possibly making suggestions about how the book could have been more interesting, and b) should only form a minor part of the book review.

I strongly suggest that you take a look at some reviews in sociology journals (e.g. the American Journal of Sociology). This should give you a sense for style and pacing of a good review.

Each book review is worth 15% of the final grade. Extremely long books (with appropriately longer and more detailed book reviews) can count for larger proportions of the final grade if OKed in advance by me.

ANNOTATED BIBLIOGRAPHY: Choose a topic of relevance to course material. Find and read appropriate journal articles. Write a brief (about 2 typed pages) summary and review of each article. Make sure that you include complete information about each article--complete title, journal name, date, and pages. Briefly summarize key themes in the articles. If it is a research article briefly describe methods and findings. Critique the article. (See description of BOOK REVIEWS for suggestions on how to write a critique.)

If you write a term paper you may want to do a bibliography of relevant articles. In this case, attach the annotated bibliography to your term paper. If you do not write a term paper (or if your term paper is on some other topic), attach a brief (2-3 pages) summary comparing and contrasting the articles in your bibliography.

For every 5% of your final grade you must read and review 2 articles. If you choose this option you must count it for at least 10% of your final grade (and thus read and review at least 4 articles on a particular subject). Journal articles must be selected from academic journals. (See attached LIBRARY RESEARCH sheet.) You may select no more than 1 article from "pop" journals (e.g., Psychology Today). Articles from magazines such as Time or Newsweek are not acceptable.

SOCIOLOGY 31
SOCIOLOGY OF EDUCATION

FALL, 1983
JIM ROTHENBERG

GROUP RESEARCH PROJECT

You are an active member of a major educational institution--your college or university. You therefore have a wonderful opportunity to do some research on an educational institution. If you choose this option you must work with other students. Groups may range in size from 2 to 5 members. The group should choose a topic for investigation. See me for a list of suggested projects and for help in planning the research. A final paper prepared jointly by the group members must be submitted. All group members will receive the same grade. (This means that participation in the project is an experience in a cooperative learning setting as well as an experience in research.) Some or all of the group members may choose to present the final report to the class (for an additional 10% of your final grade.) Again, all presenters will receive the same grade for the presentation.

ORGANIZE A CLASS DISCUSSION or CLASS PRESENTATION

Choose a topic of particular interest to you and relevant to course topic.

(1) Prepare a presentation based on your readings in this area. (You may include readings used for BOOK REVIEWS and the ANNOTATED BIBLIOGRAPHY.) Presentations should be 15-20 minutes long. Be prepared to answer questions from the class.

(2) Plan to lead a discussion on the topic. You will have to do background reading to adequately prepare for this. You can lead a discussion in a variety of ways. For example, you can describe a controversial issue and ask people to comment. You could design a class exercise in which the class breaks down into smaller groups to discuss a question.

You can combine (1) and (2) by making a short presentation and then leading a discussion. These options also can be group efforts. Two or more people can organize a discussion or make a presentation. Of course with more people you will be expected to do more extensive background reading and make longer presentations.

Soc. 31 - Sociology of Education GRADE CONTRACT J. Rothenberg

% of Final Grade

20% Final Exam 20% (Everybody must take the final.)

_____ Short Paper 10-45% (Four typed pages maximum. Each paper worth 10% if you use my question; 15% if you use your own question.)

_____ Book Review 0-45% (Each Book Review = 15%)

_____ Annotated Bibliography 0-30% (Minimum if chosen = 10%)

_____ Term Paper 0-30% (Minimum if chosen = 20%)

_____ Group Research Project 0-30% (Minimum if chosen = 20%)

_____ Organize Class Discussion/Presentation 0-10%

_____ Total (Must = 100%)

DUE DATES

Contracts must be returned by Thursday, Sept. 22.

Term paper topic and group research topics are due by Thursday, Oct. 20.

Work comprising at least 30% of the final grade must be turned in by Thurs. Oct. 13.

Work comprising at least 60% of the final grade must be turned in by Tues. Nov. 15.

Work comprising at least 80% of the final grade must be turned in by Tues. Dec. 13.

Name_____

Sociology 901, Spring 1983

SEMINAR IN THE SOCIOLOGY OF EDUCATION

4:00-7:00 p.m., Tuesdays

106B Berkey Hall

Jack Schwille, Instructor

Office:263 Erickson Hall, Telephone: 355-9627

Office hours: After class (until 8 pm) and by appointment.

This seminar will focus on the sociology of the curriculum (i.e. the content, methods and organization of instruction), an area which deserves careful study to see if it has fulfilled the promise of a major reorientation in the sociology of education. Other important topics in the sociology of education (such as organizational theory applied to school systems and the effects of schooling on occupational attainment) will be tied as closely as possible to issues of what is taught and learned in school. Thus substantively, the course takes up an agenda put forward in the 1970s by a group of British sociologists. However, this agenda will not lead us to reject categorically what this "new" British sociology of education has criticized as "positivistic" methods of research. In fact, empirical research using such methods and undertaken by the Content Determinants Group in the MSU Institute for Research on Teaching will be a source of issues and examples throughout the seminar.

Curricular issues will be examined in light of various sociological perpectives that are brought to the study of education (e.g., functionalism, conflict theory, interactionist approaches and what Karabel and Halsey call "methodological empiricism"). Functionalism, which still underlies much curricular thinking by educators, will be examined to see if it fully deserves the bad name it has among many social scientists. By way of contrast, conflict theories will be discussed, both Marxist and non-Marxist. We will ask what evidence there is that curricular variation has been important in the reproduction of social inequality. Do macro studies of status attainment, for example, lead to results that are consistent with microsocial studies of classrooms and schools? In looking within schools, we will be concerned both with distribution of knowledge, on the one hand, and with task structure and social organization, on the other (e.g., the work of Mehan, F. Erickson, and E. Cohen). In addressing the question of why some kinds of knowledge are socially valued more than other kinds, we will draw on the

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literature on cultural reproduction (e.g. Bourdieu).

Readings. Nearly all the core readings and a good deal of supplemental reading will be available from the assigned reading desk in the main library. See attached bibliography for a listing of what is available. To get the "lay of the land," students should purchase the Canadian text, Sociological theories of education (by Raymond Murphy) from the MSU Bookstore.

Papers. Each student will be asked to pick one curriculum issue that is amenable to analysis from a sociological point of view (e.g. the explanation of when mathematics is and is not valued in school and society). The chosen issue is to be addressed in a paper of two parts, each due at a different point in the course (cumulative length equal to one term paper). The due dates for each part are to be negotiated between the student and the instructor. The first part will be a discussion of the issue as it relates to the writings of a major sociological theorist (e.g. Durkheim, Weber, Simmel, Schutz, Marx, Parsons) and/or contemporary empirical research in sociology and anthropology (the attached bibliography will help you get started). The second part of the paper should briefly outline the design of a research project which would investigate the issue from a sociological perspective discussed in the course. This discussion of research design should include the questions to be addressed, a discussion of why a particular sociological perspective is appropriate, the choice of setting and persons for study (with rationale), the definition of variables or major dimensions of interest, a plan for measuring or otherwise finding out about these variables or dimensions in the setting of interest, and, to the extent possible, a discussion of the issues raised by data analysis.

Discussion of student papers. Each student paper will be discussed in class. Papers presented during the early part of the term need not be as polished as those discussed in the later part of the term. These early discussions may also omit the research design part of the paper. Approximately 45 minutes will be allowed for each discussion (20 minutes to present and 25 minutes for discussion). Please furnish an outline and bibliography (with annotations of the most useful works) to each member of the class.

Grades. The final grade will be weighted as follows:

50% first part of paper
25% second part of paper
25% class participation

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COURSE OUTLINE

April 5

INTRODUCTION AND OVERVIEW OF COURSE REQUIREMENTS

Discussion of what is sociological about curriculum issues. Introduction to how different sociological perspectives (what some call paradigms)deal with these issues.

Discussion of possible curriculum issues for paper.

Core readings:

Karabel and Halsey, "Educational research: a review and an interpretation," in Power and ideology in education, pp. 1-85

Hurn, "Recent Trends in the Sociology of Education in Britain," Harvard Educational Review, 1976, 46, pp. 105-114.

Murphy, Sociological theories of education, pp. 3-8, 9-14, 15-31, 85-87, 88-106, 139-142, 143-167

April 12

No class due to meetings of American Educational Research Association in Montreal

Instead a conference will be scheduled with each student during the week of 18-22 April (or the subsequent week at the latest). Please before this conference give the instructor a 2-3 page prospectus of the curriculum issue you plan to address (including any bibliographical information you have available) and why you think the issue is of sociological interest.

April 19 and 26

FUNCTIONALIST/MERITOCRATIC THEORIES OF STRATIFICATION AND THEIR IMPLICATIONS FOR CURRICULUM ANALYSIS

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Discussion of issues raised by overview readings listed under the initial session above

Discussion of the difference between prescriptive versus analytic curriculum studies

Discussion of ideas for papers

Each student should prepare for class by finding in the educational literature (e.g. articles about curriculum, statements of justification for educational policies), one example of explicit or implicit functionalist assumptions.

Core readings:

Vanfossen, Structure of social inequality, pp. 21-54

Davis and Moore, "Some principles of stratification," American Sociological Review, 1945, pp. 242-248

Parsons, "The school class as a social system," Harvard Educational Review, 1959, 29, pp. 297-318

May 3

SOCIOLOGY AND THE ANALYSIS OF MANIFEST VERSUS LATENT CURRICULUM FOR THE LEARNING OF VALUES AND NORMS

Contrast functionalist versus conflict perspectives on values

A Parsonian analysis of the hidden curriculum

A Marxist analysis of the hidden curriculum (correspondence theory)

Discussion of one student paper

Core readings:

Durkheim chapters on the Jesuits, Evolution of educational thought, pp. 240-264

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Dreeben, On what is learned in school, pp. 63-86

Bowles and Gintis, Schooling in capitalist America, pp. 53-101

May 10 and 17

CONFLICT THEORIES OF STRATFICATION AND THE ANALYSIS OF TRACKING AND ABILITY GROUPING

Discussion of three student papers

Core readings:

Rehberg and Rosenthal, Class and merit in the American high school: an assessment of the revisionist and meritocratic arguments, pp. 1-26, 71-112, 115-145, 248-262

Oakes, "Classroom social relationships: exploring the Bowles and Gintis hypothesis," Sociology of Education, 1982, 55, pp. 197-212

May 24

SOCIAL ASPECTS OF THE DISTRIBUTION OF KNOWLEDGE

Discussion of two student papers

Core readings:

Marx, German Ideology, pages to be announced.

Weber, "The literati," in Religion of China, pp. 107-141

Bourdieu and Passeron, Reproduction, pp. 107-130

Anyon, "Social class and school knowledge," Curriculum Inquiry, 1981, 11, pp. 3-39

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May 31

SOCIAL ORGANIZATION AND TASK STRUCTURE AS ASPECTS OF CURRICULUM

Discussion of one student paper

Core readings:

Cohen, Intili and Robbins, "Task and authority: a sociological view of classroom management," in D. Duke (ed.), 78th NSSE Yearbook, pp. 116-143.

Erickson and Mohatt, "Cultural organization of participation structures in two classrooms of Indian students," in G.Spindler (ed.), Doing the ethnography of schoooling, pp. 132-170

Mehan, "Competent membership in the classroom community," in Learning lessons: social organization in the classroom, pp. 126-171.

June 7

CURRICULUM VARIABLES IN THE STATUS ATTAINMENT LITERATURE

Discussion of whether the results of status attainment research are consistent with the results of research based on fieldwork

Discussion of two student papers

Core readings:

Alexander and McDill, "Selection and allocation within schools: some causes and consequences of curriculum placement," American Sociological Review, 1976, 41, pp. 963-980.

Alexander, Cook and McDill, "Curiculum tracking and educational stratification: some further evidence," American Sociological Review, 1978, 43, pp. 47-66.

Hout and Garnier, "Curriculum placement and educational stratification in France," Sociology of Education, 1979, 52, pp. 146-156.

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Sociology 901, Spring 1983

BIBLIOGRAPHY FOR SUPPLEMENTARY READING

Books and articles on assigned reading are keyed in parentheses at the end of references as follows:

IC2 = Instructor copies on 2-hour reserve

LB2 = Library books on 2-hour reserve

LB3 = Library books on 3-day reserve

Alexander, Karl L., Cook, M. and McDill, E.L. "Curriculum tracking and educational stratification: some further evidence." American Sociological Review, 1978, 43, 47-66 (assigned as core reading) (IC2)

Alexander, Karl L., and McDill, Edward L. "Selection and allocation within schools: some causes and consequences of curriculum placement. American Sociological Review, 1976, 41, 963-980 (assigned as core reading) (IC2)

Anyon, Jean, "Social class and school knowledge," Curriculum Inquiry, 1981, 11, 2-42 (assigned as core reading) (IC2)

Apple, Michael. Ideology and the curriculum. Boston: Routledge & Kegan Paul, 1979.

Ball, Stephen. Beachside comprehensive: a case study of secondary schooling. Cambridge: Cambridge University Press, 1981 (case study of a comprehensive school in England with emphasis on ability grouping and tracking) (LB2)

Ball, Stephen J. "Subject disciplines as the opportunity for group action: a measured critique of subject subcultures." In Peter Woods (ed.), Teacher strategies. London: Croom Helm, 1980.

Barton, Len, and Meighan, Roland. Sociological interpretations of schooling and classrooms: a reappraisal. Nafferton Books, 1978 (LB3)

Bernbaum, Gerald. Knowledge and ideology in the sociology of education. London: Macmillan Press Ltd, 1977 (general discussion of

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issues raised by the "new" sociology of education) (LB3)

Bernstein, Basil. Class, codes and control, volume 3: towards a theory of educational transmission. 2nd ed. London: Routledge and Kegan Paul, 1977. (key figure in Britain; see Karabel and Halsey for review of his work) (LB3)

Bossert, Steven T. Tasks and social relationships in classrooms: a study of instructional organization and its consequences. Cambridge: Cambridge University Press, 1979 (recommended for further reading on social organization of the classroom)

Bourdieu, Pierre, and Passeron, Jean-Claude. The inheritors: French students and their relation to culture. Trans. Richard Nice. Chicago: University of Chicago Press, 1979 (originally published in French in 1964, it is the most important early work of Bourdieu in the sociology of education; less abstruse than Reproduction)

Bourdieu, Pierre, and Passeron, Jean-Claude. Reproduction in education, society and culture. Trans. Richard Nice. London: Sage Publications, 1977 (excerpt assigned as core reading) (LB2)

Bowles, S. and Gintis, H. Schooling in capitalist America. New York: Basic Books, 1976 (excerpt assigned as core reading) (LB2)

Bronfenbrenner, Urie. Two worlds of childhood: U.S. and U.S.S.R. New York: Basic Books, 1970 (comparative analysis of how Soviet classrooms differ in social organization from U.S. classrooms)

Burrell, Gibson and Morgan, Gareth. Sociological paradigms and organizational analysis: elements of the sociology of corporate life. London: Heinemann, 1979 (useful for further readings on differences among sociological perspectives)

Campbell, Richard T. "Status attainment research: end of the beginning or beginning of the end?" Sociology of Education, 1983, 56, 47-62 (discusses criticisms of Wisconsin status attainment models) (IC2)

Carnoy, Martin. Marxian approaches to education. Program report nr. 80-B13. Stanford, CA: Institute for Research on Educational Finance and Governance, Stanford University, 1980 (useful in going beyond the core readings in understanding of contemporary Marxism)

Cohen, Elizabeth G. "Design and redesign of the desegregated school." In Walter G. Stephan and J. R. Feagin (eds.). School desegregation, past, present and future. New York: Plenum Press, 1980 (applies Cohen's sociological analysis of the multiability classroom to issues of desegregation) (IC2)

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Cohen, Elizabeth G. "Sociology and the classroom: setting the conditions for teacher-student interaction," Review of Educational Research, 1972, 42, 441-452 (good in showing how sociological perspective on classrooms differs from a more psychological perspective)

Cohen, Elizabeth G., Intili, Joann, and Robbins, Susan. "Task and authority: a sociological view of classroom management." In Daniel L. Duke (ed.), Classroom management: the seventy-eighth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1979 (assigned as core reading) (IC2)

Cohen,Elizabeth, Meyer, John W., Scott, W. Richard, and Deal, Terrence E. "Technology and teaming in the elementary school." Sociology of Education, 1979, 52, 20-33 (important study of the relationship between the use of individualized organization in classrooms and collaboration among teachers) (IC2)

Cohen, Elizabeth, and Miller, Russell H. Increased accountability and the organization of schools. Project report nr. 79-A2. Stanford, CA: Institute for Research on Educational Finance and Governance, Stanford University, 1979.

Coleman, James S. Adolescent society. New York: Free Press, 1961 (classic study of the relation between peer groups, social status and academic achievement in high schools).

Collins, Randall. The credential society: an historical sociology of education and stratification. New York: Academic Press, 1979. (see especially chapter 5 for example of non-Marxist conflict theory not covered in core readings) (LB2)

Collins, R. "Functional and conflict theories of educational stratification." American Sociological Review, 1971, 36, 1002-1019. (reprinted in Karabel and Halsey)

Collins, Randall. Sociology since midcentury. New York: Academic Press, 1981 (see section titled "Sociology of education, the cutting edge.") (LB3)

Cooper, Harris, and Good, Thomas. Pygmalion grows up: studies in the expectation communication process. New York: Longman, 1983 (most recent of an extensive tradition of teacher expectation research)

Cummings, William. Education and equality in Japan. Princeton: Princeton University Press, 1979 (argues that contemporary Japanese education is egalitarian) (LB3)

Cusick, Philip. Inside high school: the student's world. New York:

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Holt, Rinehart and Winston, 1973

Cusick, Philip. A study of networks among the professional staffs of secondary schools. Unpublished technical report to the National Institute of Education, 1980 (describes high school teachers as curriculum entrepreneurs with a good deal of autonomy to design courses to fit their own interests and recruit students for these courses)

Dale, R. "Phenomenological perspectives and the sociology of the school." In M. Flude and J. Ahier (eds.), Educability, schools and ideology. New York: John Wiley and Sons, 1974 (good comprehensible introduction to phenomenological perspective)

Davis, Kingsley, and Moore, Wilbert E. "Some principles of stratification." American Sociological Review, 1945, 242-249.

DiMaggio, Paul. "Cultural capital and school success: the impact of status culture participation on the grades of U.S. high school students." American Sociological Review, 1982,47, 189-201 (a rare quantitative application of Bourdieu's ideas to U.S. macro data)

Dobson, Richard B. and Swafford, Michael. "The educational attainment process in the Soviet Union." Comparative Education Review, 1980, 24, 252-269.

Dreeben, Robert. On what is learned in school. Reading,Mass.: Addison-Wesley, 1968 (excerpt assigned as core reading) (LB2)

Dreeben, Robert, and Barr, Rebecca. How Schools Work. Chicago: University of Chicago Press, in press (if we are lucky, we will have, before the end of the quarter, this study of how organizational outputs at school and district level affect classroom grouping and other practices)

Durkheim, Emile. The evolution of educational thought: lectures on the formation and development of secondary education in France. Trans. Peter Collins. London: Routledge & Kegan Paul, 1977 (excerpt assigned as core reading) (LB2)

Eckberg, Douglas L., and Hill, Lester, Jr. "The paradigm concept and sociology: a critical review." American Sociological Review, 1979, 44, 925-937 (good explanation of ways in which Kuhn's notion of paradigm does not apply to sociology)

Eder, Donna. "Differences in communicative styles across ability groups." In L.C. Wilkinson (ed.), Communicating in the classroom. New York: Academic Press, 1982 (recommended for further reading on

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classroom social organization) (IC2)

Eder, Donna. "Family background and ability group assignments." In R.M Hauser et al. (eds.), Social structure and behavior. New York: Academic Press, 1982 (recommended for further reading on social class and ability groups) (IC2)

Eggleston, John (ed.). Contemporary research in the sociology of education. London: Methuen, 1974.

Eggleston, John. The sociology of the school curriculum. London: Routledge & Kegan Paul, 1977

Entwisle, Doris R., and Hayduk, Leslie A. Early schooling: cognitive and affective outcomes. Baltimore: Johns Hopkins University Press, 1982

Erickson, Frederick, and Mohatt, Gerald. "Cultural organization of participation structures in two classrooms of Indian students." In G. Spindler (ed.), Doing the ethnography of schooling. New York: Holt, Rinehart & Winston, 1982 (assigned as core reading)

Esland, Geoffrey, Dale, Roger, and Sadler, Jean. The social organization of teaching and learning. London: Open University Press, 1972.

Evetts, Julia. The sociology of educational ideas. London: Routledge & Kegan Paul, 1973

Featherman, David L., and Hauser, Robert M. Opportunity and change. New York: Academic Press, 1978 (see chapter 5)

Giroux, Henry. Ideology, culture and the process of schooling. London: Falmer Press; Philadelphia: Temple University Press, 1981.

Gold, Barry A., and Miles, Matthew B. Whose school is it, anyway? Parent-teacher conflict over an innovative school. New York: Praeger, 1981.

Gracey, H.L. Curriculum or craftmanship. Chicago: University of Chicago Press, 1972 (case study which focuses on teacher differences in views of curriculum)

Hammersley, Martyn and Woods, Peter (eds.). The process of schooling: a sociological reader. London: Routledge & Kegan Paul, 1976.

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Hargreaves, David H. The challenge for the comprehensive school: culture, curriculum and community. London: Routledge and Kegan Paul, 1982 (LB2)

Hargreaves, David, Hester, Stephen K. and Mellor, Frank J. Deviance in classrooms. London: Routledge and Kegan Paul, 1975 (LB3)

Horan, Patrick M. "Is status attainment research atheoretical?" American Sociological Review, 1978, 43, 534-541.

Hout, M. And Garnier, A. "Curriculum placement and educational stratification in France." Sociology of Education, 1979, 52, 146-156 (assigned as core reading) (IC2)

Hurn, Christopher J. "Recent trends in the sociology of education in Britain." Harvard Educational Review, 1976, 46, 105-114 (assigned as core reading) (IC2)

Hurn, Christopher J., and Burn, Barbara B. "An analytic comparison of educational systems: overview of purposes, policies, structures and outcomes." Paper prepared for the National Commission on Excellence in Education, February 1982 (comparative analysis of values underlying the curricula and organization of schools in industrialized countries; excellent introduction to the comparative sociology of education.)

Karabel, Jerome, and Halsey, A.H. (eds.). Power and ideology in education. New York: Oxford University Press, 1977 (introduction assigned as core reading)

Klein, Zev, and Eshel, Yohanan. Integrating Jerusalem schools. New York: Academic Press, 1980.

Lacey, Colin. Hightown grammar: the school as a social system. Manchester University Press, 1970 (cataloged in the main library under C. Lacey, not Colin Lacey; call number LA 632.L3)

Leacock, Eleanor. Teaching and learning in city schools: a comparative study. New York: Basic Books, 1969.

Lemert, Charles C. (ed.). French sociology: rupture and renewal since 1968. New York: Columbia University Press, 1981 (see chapters on education)

McNeil, Linda. "Negotiated classroom knowledge: beyond achievement and socialization." Paper prepared for annual meetings of the American Educational Research Association, 1980 (empirical study of teacher and student perspectives on the content of instruction in

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high school social studies)

Madaus, George F., Airasian, Peter W., and Kellaghan, Thomas. School effectiveness: a reassessment of the evidence. New York: McGraw-Hill, 1980.

Martin, Wilfred. The negotiated order of the school. Macmillan of Canada, 1976. (LB3)

Marx, Karl, and Engels, Friedrich. German ideology. Various editions. (LB2)

Mehan, Hugh. Learning lessons: social organization in the classroom. Cambridge, Mass.: Harvard University Press, 1979. (excerpt assigned as core reading)

Meigham, Roland. A sociology of educating. London: Holt, Rinehart and Winston, 1981 (a textbook,but with some chapters which have particular relevance to this course) (LB2)

Metz, Mary H. Classrooms and corridors: the crisis of authority in desegregated secondary schools. Berkeley: University of California Press, 1978.

Meyer, John. "Education as an institution." American Journal of Sociology, 1977, 83, 55-77.

Meyer, John, and Rowan, Brian. "Institutionalized organizations: formal structure as myth and ceremony." American Journal of Sociology, 1977, 83, 340-363.

Murphy, Raymond. Sociological theories of education. Toronto: McGraw-Hill Ryerson Ltd, 1979 (excerpts assigned as core reading)

Oakes, Jeannie. "Classroom social relationships: exploring the Bowles and Gintis hypothesis." Sociology of Education, 1982, 55, 197-212 (assigned as core reading) (IC2)

Ogbu, John U. The next generation: an ethnography of education in an urban neighborhood. New York: Academic Press, 1974 (see chapter 5)

Olneck, Michael R. and Bills, David B. "What makes Sammy run? an empirical assessment of the Bowles-Gintis correspondence theory." American Journal of Education, 1980, 88, 27-61. (IC2)

Olneck, Michael R. and Crouse, James. "The IQ meritocracy reconsidered: cognitive skill and adult success in the United States." American Journal of Education, 1979, 88, 1-31.

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Parsons, Talcott. "The school as a social system." Harvard Educational Review, 1959, 29, 297-318 (assigned as core reading) (IC2)

Persell, Caroline H. Education and inequality: the roots and results of stratification in America's schools. New York: Free Press, 1977.

Philips, Susan. Invisible culture: communication in classroom and community on the Warm Springs Indian reservation. New York: Longman, 1983.

Rehberg, R.A. and Rosenthal, T.R. Class and merit in the American high school: an assessment of the revisionist and meritocratic arguments. New York: Longman, 1976 (excerpts assigned as core reading) (LB2)

Rist, Ray (ed.). Desegregated American schools: appraisals of an American experiment. New York: Academic Press, 1979

Rist, Ray. The invisible children: school integration in American society. Cambridge, Mass.: Harvard University Press, 1978.

Rist, Ray. Urban school: factory for failure. Cambridge, Mass.: MIT Press, 1973

Rosenbaum, James. Making inequality: the hidden curriculum of high school tracking. New York: John Wiley & Sons, 1979 (recommended for further reading on tracking) (LB2)

Rutter, Michael, Maughan, Barbara, Mortimore, Peter, and Oustan, Janet. Fifteen Thousand Hours: secondary schools and their effects on children. Cambridge, Mass.: Harvard University Press, 1979.(LB3)

Schofield, Janet. Black and white in school: trust, threat or tolerance? Praeger, 1982.

Schonfeld, William R. Obedience and revolt: French behavior toward authority. Beverly Hills, CA: Sage Publications, 1976 (analyzes the breakdown of authority known as the chahut) (LB3)

Schwille, John, Porter, Andrew, Gant, Michael, Belli, Gabriella, Floden, Robert, Freeman, Donald, Knappen, Lucy, Kuhs, Therese, and Schmidt, William. Factors influencing teachers' decisions about what

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to teach: sociological perspectives. Research series nr. 62. East Lansing,MI: Institute for Research on Teaching, 1979.

Sewell, William H., Hauser, Robert M. and Featherman, David L. (eds.). Schooling and achievement in American society. New York: Academic Press, 1976.

Sharp, Rachel. Knowledge, ideology and the politics of schooling: towards a Marxist analysis of education. London: Routledge & Kegan Paul, 1980 (includes Marxist critique of major figures in "new" sociology of education)

Sharp, Rachel, and Green, Anthony. Education and social control: a study in progressive primary education. London: Routledge and Kegan Paul, 1975 (includes critique of phenomenological perspective as well as report of case study of a British primary school)

Smith, Louis, and Geoffrey, William. The complexities of an urban classroom. New York: Holt, Rinehart and Winston, 1968.

Sorensen, Aage B., and Hallinan, Maureen. "Student diversity and instructional grouping." Paper presented at the annual meetings of the American Educational Research Association, Los Angeles, April 1981.

Spady, William, and Mitchell, Douglas. "Authority and the management of classroom activities." In Daniel L. Duke (ed.), Classroom management: the seventy-eighth yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1979. Pp 75-115 (IC2)

Tammivaara, Julie S. "The effects of task structure on beliefs about competence and participation in small groups." Sociology of Education, 1982, 55, 212-222 (recommended for further reading on the social organization of the classroom) (IC2)

Torney-Purta, Judith, and Schwille, John. "Values learned in school: policy and practice in industrialized countries." Paper prepared for the National Commission on Excellence in Education, 1982.

Turner, Jonathan H. The structure of sociological theory. Homewood, IL: Dorsey Press, 1974 (recommended for further reading on differences among sociological perspectives)

Vanfossen, Beth. The structure of social inequality. Boston: Little, Brown and Co., 1979 (LB2) (excerpts assigned as core reading)

Waller, Willard. Sociology of teaching. New York: Wiley, 1932 (one

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of the few early works in this field which is still well known and considered important).

Weber, Max. Religion of China. Trans. H. Gerth. Glencoe, IL.: Free Press, 1951 (excerpt assigned as core reading) (LB2)

Willis, Paul. Learning to labour: how working class kids get working class jobs. Saxon House, 1977 (LB3)

Woods, Peter. Teacher strategies: explorations in the sociology of the school. London: Croom Helm, 1980.

Wright, Erik O., Costello, Cynthia, Hachen, David, and Sprague, Joey. "The American class structure." American Sociological Review, 1982, 47, 709-726.
(Marxist analysis) (IC2)

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LEARNING TO LABOR

How Working Class Kids Get Working Class Jobs

Division II
Fall 1981
M. Christine Shea
Office: Prescott A-1
Phone: Ext. 582

Class Hours
Tuesday: 1:30-3:00
Thursday: 1:30-3:00
Hampshire College
Amherst, Massachusetts

Course Texts:

Michael Apple. Ideology and Curriculum. (Boston: Routledge, Kegan & Paul, 1980).

Samuel Bowles and Herb Gintis. Schooling in Capitalist America. (New York: Basic Books, 1976).

Harry Bravarman. Labor and Monopoly Capital. (New York: Monthly Review Press. 1976).

Henry Giroux. Ideology, Culture and the Process of Schooling. (Philadelphia: Temple University Press, 1981).

Marvin Lazarson and W. Norton Grubb. American Education and Vocationalism. (New York: Teachers College Press, 1974).

David Nasaw. Schooled to Order. (New York: John Wiley and Sons, 1976).

Rachel Sharp. Knowledge, Ideology and the Politics of Schooling. (Boston: Routledge, Kegan and Paul, 1980).

Paul Willis. Learning to Labor. (New York: Lexington Books, 1978).

Recommended: General Reference, Related Themes.

Paul Corrigan. Schooling the Smash Street Kids.
Clarence Karier. Roots of Crisis: American Education in the 20th Century.
Paul Violas. The Training of the Urban Working Class.
Useem and Useem. The Educational Establishment.
Marvin Lazarson. Origins of the Urban School: Public Education in Mass., 1870-1915.
Richard Edwards. Contested Terrain: Transformations of the Workplace in 20th Century.
Carl Kaestle. The Evolution of an Urban School System: New York City, 1750-1850.
Rachel Sharp. Education and Social Control.
Samuel Haber. Efficiency and Uplift: Scientific Management in the Progressive Era.
Jerome Karabel and A.H. Halsey. Power and Ideology in Education.
Ian Berg. Education and Jobs: The Great Training Robbery.
Stanley Aronowitz. False Promises: The Shaping of American Working Class Consciousness.
Joel Spring. Educating the Worker Citizen.
Clarence J. Karier. Shaping the American Education State.

Gregory Squires. Education and Jobs: The Imbalancing of the Social Machinery.
Joel Spring. Education and the Rise of the Corporate State.
Caroline Persell. Education and Inequality: Roots and Results of Social Stratification.
Madan Sarup. Marxism and Education.
Miriam David. The State, the Family and Education.
Roberta Garner. Social Movements in America.
David Robins and Philip Cohen. Knuckle Sandwich.
Rosemary Deam. Women and Schooling.
Woods, P. and m. Hammersley. School Experience.
Denis Lawton. Class, Culture and the Curriculum.

Week 1: Introduction to the Major Themes of the Course

I. Course Introduction: Major Themes

A. That the American public school system has become the most critical institution in understanding the reproduction of the social class system in American society.
- The Changing Functions of Schooling
- Structural Relationship: Family Background-Education-Occupation
- Analysis of Educational Theories that seek to explain FB-E-O linkages.
- Criteria for Critique of Reproduction Theorists

B. That the functions that schools perform in capitalist societies are determined by the dynamics of capitalism -- in particular:
- Extension of wage labor system
- Specialization and mechanization process
- Prevention of social instability/class conflict
- Schools as hegemonic mechanisms to produce ideological beliefs and practices of capitalist society.

C. That between 1880-1930, public schools became increasingly integrated into the political economy as a pivotal institution within capitalism, and consequently, increasingly subject to the dynamics of the capitalist political economy.
- Monopoly Capitalism: Accumulation and Reproduction Strategies
- Explanation for Periods of Educational Reform and Innovation
- Emergence of Comprehensive Schools: Specialization/Unification Functions

D. That the dynamics of educational change in America during the 20th Century can be found within the ideological links between schools and the political economy.
- The Role of Ideology and Social Theory
- Ideology and Legitimation
- Schooling, 'class control,' and hegemony
- Legitimacy, structure, and consciousness
- Relationship: Political Economy-Ideology-Social Institutions-Policy

Week 2:

II. The Roots of American Schooling

A. Breakdown of European Feudalism and Development of Classical Liberalism
Feudal Political Economy (Breakdown)
Dominant Themes of the Enlightenment
John Locke and State of Nature Construct
The Classical Liberal Political Economy

B. The American Enlightenment
Thomas Jefferson's Concept of the Perfect Meritocracy
Yale Report of 1828 on Faculty Psychology
Schooling in Late Colonial Period Transition of "common schools" to "Common Schools."

Readings:
Examine and do cursory reading in each of the required readings. Check out the 'Reserve List' at the library -- become familiar with authors, books, etc.

Recommended:
Karl Kaestle, Origins of the New York City Public School System.

Week 3:

III. The Development of Urban Industrial Capitalism in the 19th Century and the Emergence of the American Public Schools: Stage I -- Origins

A. The Boston Associates and the Boston Connection
Shift from mercantile to manufacturing concerns.
Textile mills and female labor force - the Waltham System
Crystallization of industrial business practices
Irish immigration - "a foreign and manufacturing population"

B. Horace Mann and the Origins of the Common School Movement
Relationship between political economy and demand for schooling
Prussian School System
Schooling as a Means to Solve Social Conflict
Educational promoters of public schools and their antagonists
The nature of local controversy
Key features of educational innovation
Business connections of educational promoters
Legalizing public financial support of the high school
Working class Opposition to High Schools
Examples: Beverly High School, Massachusetts
Lawrence High School, Massachusetts

C. Home, Public High Schools and Work in 19th Century America
Changing concepts of work
Break-up of craft industry
Separation of the home from workingplace
Clash of pre-industrial and industrial values
Concepts of culture and class in 19th century communities

Readings:

Michael Katz, "The Origins of Public Education: An Assessment," History of Education Quarterly, 16, 4, 1976. (Hand-out)

David Nasaw. Schooled to Order (New York: Oxford University Press, 1981), pp. 29-84.

Recommended:

Dawley, Alan. Class and Community: The Industrial Revolution in Lynn, pp. 1-96. (Reserve)

Thompson, E.P., "Time, Work, Discipline and Industrial Capitalism," Past and Present (1967) (Reserve)

Faler, Paul. "Cultural Aspects of Industrial Revolution: Lynn, Massachusetts Shoemakers and industrial Mobility, 1826-1860," Labor History, Summer, 1974, Vol. 15, no. 3. (hand-out)

Josephson, Hannah. The Golden Threads, passim.

Herbert Gutman. "Work, Culture and Society in Industrializing America," Gutman in (book name title). (Reserve)

Michael Katz, The Irony of Early School Reform. (Reserve)

Michael Katz, Class, Bureaucracy and the Schools. (Reserve)

Week 4:

IV. The Development of Urban Industrial Capitalism in the 19th Century and the Emergence of the American Public School: Stage II - Growth/Conflict

A. Features of American Industry after 1880
Growth of Trade and Industry
Concentration of Production through Corporations
Increasing Size of Production Establishments
Extension of Wage Labor System
Destruction of Control of Production Process by Skilled Craftsmen
Transform Labor Process through Specialization and Mechanization
Quantitative vs. Qualitative Types of Skill Requirements
The Accumulation Process and Industrial Conflict

B. The Triumph of Vocationalism
Manual Training School
Compulsory Education Laws
Industrial Education Movement
Justification for Industrial Education
"Industrial Intelligence" and Differentiation of Educational Structure
Industrialization of Pedagogy
The Differentiated Curriculum

C. Conflict between Accumulation and Reproduction: Conflict between Vocationalism and Citizenship Education
Chicago Commercial Club vs. Chicago City Club
Chicago's Leading Liberals Oppose Cooley Bill
Concept of Citizenship Education and Function of Extra-Curricular School Activities
The Emergence of the Comprehensive High School

D. The Working Class Response to Educational Innovations
The Influence of Ethnic, Cultural and Intellectual Traditions upon conceptions of success and demand for schooling
Exigencies of class position vs. patterns of educational behavior (matrixes of child labor, boarding and lodging, home ownership, school attendance)

Required Readings:

Harry Braverman. Labor and Monopoly Capital: The Degradation of the 20th Century. (New York: Monthly Review Press, 1976).
W. Norton Grubb and Marvin Lazarson, "Rally Round the Workplace: Continuities and Fallacies in Career Education," Harvard Educational Review, Vol. 45, No. 1, November 1975 (Hand-out)
W. Norton Grubb and Marvin Lazarson. American Education and Vocationalism, pp. 1-56; 56-176 (passim).
David Nasaw. Schooled to Order, pp. 87-158.

Recommended:

Samuel Haber. Efficiency and Uplift: Scientific Management in the Progressive Era.
Marvin Lazerson. Origins of the Urban School: Public Education in Mass., 1870-1915.
Rich Edwards. Contested Terrain: The Transformation of Workplace in 20th Century.

Thursday Discussion
Cohen, Sol. "The Industrial Education Movement, 1906-1917," American Quarterly, Vol. XX, Spring, 1968, 95-110. (Reserve)

Weeks 5-6:

V. The Development of Corporate Capitalism in the 20th Century and the Emergence of Modern Schooling: Stage III - Transformation

A. The Transformation of the Political Economy
Economic changes (corporate industrialism, monopoly capitalism, Taylorization)
Political changes (municipal reform, city-wide elections, city manager model)
Demographic changes
Shift in middle class in social status hierarchy

B. The Ideology of New Liberalism
Reformation of concept of democracy
Relation of individual to the group
'Positive' vs. 'negative' government
Compulsion vs. voluntarism
Deification of science - extension into social realm
Natural rights vs. theories of relativity
Rationality and age of professional expert
Social stability and social engineering
Concept of culture lag (Solution for social and mental health problems)
Dewey's ideal of 'the organic community'
Functional specialization

Required Readings:

Clarence J. Karier, "Liberal Ideology and the Quest for Orderly Change," in C.J. Karier, Roots of Crisis (Hand-out)

(Required Readings, cont'd)

Paul C. Violas, "Progressive Social Philosophy," in C.J. Karier, Roots of Crisis (Hand-out) and "Jane Addams and the New Liberalism," in Roots of Crisis.
Clarence J. Karier, "Schooling, Education and the Structure of Social Reality," Educational Studies, vol. 10, 1979. (Reserve)
Paul C. Violas, The Training of the Urban Working Class, chapters 1, 2. (Reserve)

Recommended:

Clarence J. Karier, et. al. Roots of Crisis: American Education in the 20th Century. (Chicago: Rand McNally Publishing Co., 1973).
Clarence J. Karier. Shaping the American Educational State.. (New York: The Free Press, 1975).

Weeks 5-6:

VI. Culture and Consciousness in the Liberal Therapeutic State

A. The New Psychology: Rejection of 19th Century Psychology (Varieties 'the New Psychology')
Sigmund Freud - Psychoanalysis
G. Stanley Hall - Recapitulation
Carl Jung - Depth Psychology
Otto Rank and 'Client-Centered' Therapy
Edward Thorndyke - Connectionism
J. Watson and Skinner - Behaviorism
G.H. Mead, J. Davey, J. Erikson - Social Behaviorism

B. Educational Implications of 'the New Psychology':
Comprehensive High Schools and the two Components of Democracy
Cardinal Principles of Secondary Education Report - 1918
The Specialization Function
The Unification Function - (i.e., school clubs, assemblies, athletics, newspapers, student government)

C. Pedagogical Implications of 'the New Psychology'
The Role of the Vocational Guidance Counselor
'Self-Selection' and the Cooling-Out Process
High Schools and the Extension of Social Role/Function
School Clubs
Assemblies
"Student" Newspapers
"Student" Government
High Schools and Extra-Curricular Activities: Interscholastic Athletics
The Growth and Development of High School Sports
Athletics as a Reflection of Progressive School Reform
The Good Citizen as Team Player
The Rationalization and Standardization of Interscholastic Competition
"Playing by the Rules:" Liberal Rules of Good Sportsmanship
The Elitist Nature of Varsity Sports
The High School Athletic Coach: The Coach as Psychologist

D. The Creation of an 'Adolescent Culture' and 'Adolescent Personality:' A Critical Perspective
Modes of dress, behavior, attitude and values
Adolescents and the Labor market
Consumer fetishism
Alienation and Social Integration
Reification and the Adolescent Personality
The Culture of Narcissism and the Development of 'Social Character'

Readings:

Commission on the Reorganization of Secondary Education, Cardinal Principles of Secondary Education, (1918), (Hand-out)
Joel Spring, "Education and the Rise of the Corporate State," in Socialist Revolution, March-April, 1972, 73-101. (Hand-out)
Paul Violas, The Training of the Urban Working Class. Chaps. 4,5, 8. (Reserve)

Recommended:

Joel Spring, Education and the Rise of the Corporate State, (Boston: Beacon Press, 1973)

Week 7:

VII. The New LIberal Model: Analysis and Critique of New Liberal Explanation of 'American Meritocracy' (Lawrence Cremin, Freeman Butts, David Tyack, Sol Cohen -- Depts. of Educational Policy Studies (generally) at Columbia/ Stanford/Harvard)

A. New Liberal Social Science Theories Which Explain and Justify Modern American Socio-Cultural Institutions
Theory of Human Capital
Functional Theory of Stratification
Consensus Theory of Social Order
Theory of Democratic Elitism

B. The Purposes of Schooling: Anamolies in the Liberal Account
Schooling provides a meritocratic society, i.e., inequality in success (wealth, power, status) due to merit or intelligence, not class background
Schooling provides meritocratic society through the provision of equality of educational opportunity
Schooling ensures the inculcation of common values and common beliefs which provide for a stable social order - social integration
Schooling provides the intellectual (or cognitive) skills and competencies necessary for adequate job performance in a complex technological society characterized by extensive specialization mechanization.

C. Testing, Tracking and IQ: A Critique of Liberal-Meritocratic Society Public Schooling and Inequality
The Concept of Equality of Educational Opportunity
Equal Opportunity and Tracking
Meritocratic Selection and Tracking
Tracking: Society's Switchyard
Vocational Guidance: The Illusion of Choosing
The Stratification Process: IQ in the US Class Structure

D. Consequences of Schooling in Capitalist America: Contemporary Theorists on the Reproduction of the Class System
Ideological Hegemony and the Reproduction of the Social Order
Political Socialization and Consensus
The Control of Schooling
Who Controls American Education?
Local Level: Students, Teachers, Administrators, School Boards
State and Federal Governments
Private and Extra-legal
The Creation of the 'American Meritocracy:' The Role of Ideology, Culture, and Personality in the Reproduction of the Class System

Required Readings:
James E. Rosenbaum, Making Inequality: The Hidden Curriculum of High School Tracking.
Gregory Squires, "Education, Jobs and Inequality: Functional and Conflict Models of Social Stratification in the United States," in Benet and Daniels, Education: Straitjacket or Opportunity (Hand-out)
Walter Feinberg, "Against Equality of Educational Opportunity," "
Wilcox, Kathleen and Pia Moriarty, "Schooling and Work: Constraint on Equal Opportunity," in Benet and Daniels, op. cit. (Hand-out)

Recommended:
Caroline Persell, Education and Inequality: The Roots and Results of Stratification in America's Schools, (New York: The Free Press, 1977)
Schwendiger, Herman and Julia R. "Marginal Touth and Social Policy," in Benet and Daniels, op. cit.
Levin, Henry M., "Educational Opportunity and Social Inequality in Western Europe," in Benet and Daniels, op. cit.

Week 8: Contemporary Theorists on Reproduction of American Class System

VIII. The Social Control Revisionist Model - University of Illinois/Pennsylvania (Karier, Violas, Anderson, Hogan, Shea, Spring, Katz)
A. Historians document linkages: Political economy-Ideology-Social Institutions/Policy
B. Ideological Elite Hegemony and School Stratification Functions
C. Programmatic Analysis/Critique of 20th Century Schooling - Testing, Sorting, Predicting, Tracking
D. Analysis/Critique of New Liberal Social Theory/Social Science
E. Emphasis on Nature of Forms/Function of Ideology as Social Control
- Models of Human Nature
- Role/Fx. of Intellectuals
- Culture and Social Construction of Reality
- Social Class and Structure of Opportunity

Readings:
David Sallach, "Class Domination and Ideological Hegemony," Sociological Quarterly, 51, Winter, 1974. (Hand-Out)
Re-read critically required readings from Weeks 5-6.
Do additional reading from recommended list.

Week 9: Contemporary Theorists on the Reproduction of American Class System

IX. The Correspondence Principle of Sam Bowles and Herb Gintis - University of Massachusetts/Amherst (The Social Construction and Reproduction of Working Class Personality).

A. The Bowles and Gintis thesis
B. The Capitalist Economy: Education and the Structure of Economic Life
C. Correspondence between schooling and the economy
D. Personality traits and Reproduction theories
E. The Dynamics of Educational Change

Readings:

Samuel Bowles and Herb Gintis, Schooling in Capitalist America.

Recommended:

Gregory Squires, Education and Jobs: The Imbalancing of the Social Machinery

Week 10: Contemporary Theorists on Reproduction of American Class System

X. Michael Apple, Curriculum Theory, and 'the New Sociology'

A. Positivist social science, systems management, and the ideology of control.
- The curriculum and cultural reproduction
- School knowledge and social control
- Curriculum, power and social control

B. Interpretive social science research: Theory and Practice
- The hidden curriculum and the nature of conflict
- Commonsense categories and the politics of labelling
- Control in everyday school life
- A sociology of school culture

C. Cultural inequality and the curriculum
- Cultural capital
- Educational careers
- Selection procedures
- Teaching styles
- Social inequality
- Problems of consciousness and change

Reading:

Michael Apple, Ideology and Curriculum (Boston: Routledge, Kegan, Paul, 1979)

Recommended:

Bredo, E. and W. Feinberg, "Meaning, Power and Pedagogy," Journal of Curriculum Studies 11:4, (1979).

Wexler, Philip, The Sociology of Education: Beyond Equality. (Indianapolis: Bobs-Merrill Educational Pub., 1976)

Jean Anyon, "Social Class and the Hidden Curriculum of Work," in Journal of Education, 162, no.1 (Winter, 1980), pp. 67-92.

Week 11: Contemporary Theorists on Reproduction of American Class System

XI. Paul Willis: An Ethnographic Analysis of Working Class School Culture

A. Elements of a Culture: Interpretive Social Science Research

B. Class and Institutional Forms of Culture: Pupil Modes of Adaptation/ Protest
- Conformity
- Retreatism
- Colonization
- Intransigence
- Rebellion

C. Pupil subcultures, experience, and the mode of production
D. Labor power, culture, class and institution
E. The young worker and shop floor culture
F. Ethnographic Analysis of the formation of oppositional working class cultures
G. Toward a theory of cultural forms and social reproduction

Readings:

McRobbie and Jenny Garber, "Girls and Subculture: An Exploration," in Hall and Jefferson, Resistance Through Rituals (Hand-out)
Paul Willis. Learning to Labor: How Working Class Kids Get Working Class Jobs. (New York: Lexington Books, 1978(

Recommended:

Corrigan, P. Schooling the Smash Street Kids, (1979)
Deem, R. (ed.), Schooling for Women's Work, (London: Routledge and Kegan Paul, 1980)
Hall, Stuart and Tony Jefferson. Resistance Through Rituals: Youth Subcultures in Post-War Britain. (1975)
Robins, David and Philip Cohen. Knuckle Sandwich: Growing Up in the Working-class City (1978)
Woods, P. and Hammersley, M., School Experience (1977)
Woods, P. "Having a laugh: an antidote to schooling," in Hammersley et. al., The Process of Schooling.
Willis, Paul., "The Class Significance of School Counter-Culture," in Hammersley et. al., The Process of Schooling.

Week 12: Contemporary Theorists on Reproduction of American Class System

XII. Rachel Sharp and Teacher's Role in Creating an Hierarchical Differentiation of Pupils

A. Investigation of teacher perspectives
- Sociology of teacher training
- Teachers' cognitive style

B. Ethnography of discipline-based teaching
- Professionalism and bureaucracy
- Authority and hierarchy

C. The Structural Context of Teaching
D. Pedagogy and Professional Identity
- Teacher dominance and control
- Teachers as exponents of recipe knowledge
- Scientific paradigms in education
- Psychological assumptions underlying pedagogy

Reading:

Rachel Sharp, Knowledge, Ideology and the Politics of Schooling. (Boston: Routledge, Kegan and Paul, 1980)

Recommended:

Rachel and Anthony Sharp. Education and Social Control
Caroline Parsell. Education and Inequality, esp. chapters 7-20, on "Teacher Expectations."

Week 13: Contemporary Theorists on Reproduction of American Class System

XIII. Henry Giroux and the Curriculum 'Reconceptualists' Movement

A. Critique of Dominant Curriculum Model: Structural-Functionalism
B. The 'New' Sociology of Curriculum: Beyond Interpretive Social Science Research
C. Curriculum as a study in Ideological Control and Domination (i.e., what counts; how produced; how transmitted; value reproduction of workplace norms; access; whose interests served; political implications of evaluation methods?
D. Significance for Future: Individual and Social Emancipation
E. Adequate foundation for a critical model of pedagogical reform.

Reading:

Henry Giroux, Ideology, Culture and the Process of Schooling. (Philadelphia: Temple University Press, 1981)

Recommended:

Lawton, Denis. Class, Culture and the Curriculum (Boston: Routledge and Kegan Paul, 1975)
Vogt, P. "The Inheritance and Reproduction of Cultural Capital," The Review of Education 4:3 (1978), 219-28.
Henry Giroux, et. al. Curriculum and Instruction: Alternatives in Education. (Berkeley: McCutehan Publishing Co., 1981)

XIV. Summary Analysis, Critique and Recommendations for the Construction of Theories on the Reproduction of American Class System

A. Macrosociological models to analyze the relationship between schooling and the capitalist societies of the advanced industrial countries of the West.
B. Theories of Social Reproduction
C. Theories of Cultural Reproduction
D. Theories of Resistance
E. Critical Elements necessary for a viable theory of schooling and reproduction
- Ideology
- Hegemony
- Culture
- Beyond Resistance and Domination
F. Final Perspective: How Working Class Kids Get Working Class Jobs.

Sociology of Education
Soc. 900-248
Fall 1983

William Velez
Office: BOL 718
Office Hours: TF 1:30-3:30
Telephone: 963-4809

Course Objectives: The aim of the course is to understand the historical and structural origins of the present schooling system in the United States. The functions of schools, from an ideological as well as a technical viewpoint will be analyzed. In addition, different forms of school organizations will be compared, as in the public vs. private dimension. The functionalist theoretical approach will be presented as well as the marxist/conflict perspective to frame the discussion and analysis in opposing sociological systems of thought. The role of higher education in promoting or inhibiting socio-economic mobility will also be analyzed. The course attempts to understand how role expectations are actually carried within the school system and how its different actors react to technical as well as value contraints.

Course Requirements: Students are expected to attend class, to read and study the assigned readings and to participate in class discussions. A series of ten (10) short tests will be offered. Students are required to take seven (7) of these short tests: if he/she chooses to take more than seven only the seven highest scores will be awarded. Each short test will consist of four multiple choice questions based on assigned readings. The short tests can only be taken at the prescribed times and cannot be substituted under any circumstances. The mid-term and final examinations are "non-cumulative" and will be based on assigned readings and lectures by the instructor.

Grading Procedures: The short tests will receive a forty-percent (40%) weight in determining a student's grade. The mid-term and final examinations will receive a thirty percent (30%) weight each in determining the course grade. If, after the final computation, a grade is "borderline", class attendance and participation will be considered and a grade may be raised at the discretion of the instructor.

Course Textbooks:

Ballantine, Jeanne H., The Sociology of Education: A Systematic Analysis. Englewood Cliffs, N. J.: Prentice-Hall, 1983. Available at the UWM Bookstore.

Velez, William, Anthology of Readings for Sociology of Education. Available at Kinko's Copies, 3555 North Oakland Avenue, Milwaukee. All assigned readings preceded by an asterisk are to be found here.

Preliminary proposed schedule of subjects and readings:

I. 9-7 Education and social structure. The function of education in the stratification system. Theoretical approaches to the sociology of education.

Ballantine, J.: "Sociology of Education: A unique perspective on schools". Chapter 1.

*Collins, Randall: "Functional & Conflict Theories of Educational Stratification".

II. 9-12 On what is learned in schools. The effects of family social position on educational achievement: A first look. Quiz #1.

Ballantine, J.: "Processes: What makes the system work". Chapter 2

*Bowles, S. "Unequal education and the reproduction of the social division of labor."

III. 9-19 The functions of schooling. Human capital theory: fact or myth? The link between schooling and inequality. Quiz #2.

Ballantine, J., "Education and the process of stratification." Chapter 3

*Schultz, Theodore W.: "Investment in human capital."
*Thurow, Lester C.: "Education and economic equality."

IV. 9-26 Sexism in the educational system. Using the schools to rectify racial inequities. The school as a social system. Quiz #3.

Ballantine, J.: "Sex, race and attempts to achieve equality of educational opportunity." Chapter 4.

"The school as an organization." Chapter 5.

V. 10-3 Social implications of educational grouping. Contest versus sponsored mobility. Quiz #4.

*Cicourel and Kitsuse: "The school as a mechanism of social differentiation"
*Rosenbaum, J.E.: "Stratification of socialization."

VI 10-10 The Principal: the role and its dilemmas. Is teaching a good preparation for becoming a principal? How much power does the principal have? How do they perceive their roles?

*Sarason, Seymour B.: "The principal." and "The principal and the use of the 'system'."

VII. 10-17 On what is expected of students, superintendents, principals, teachers, board members and other actors in the educational process. On what really goes on in schools on a day-to-day basis.

Ballantine, J.: "Formal school status and roles." Chapter 6 and "The informal system and the 'hidden curriculum'." Chapter 7.

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Proposed Schedule - Page Two

10-21 Mid-term examination

VIII. 10-24 Public and private schools. Are private schools producing higher levels of student achievement than public schools? If so, why? Authority, commitment and consensus in schools. Quiz #5.

*Coleman, Hoffer & Kilgore: "Cognitive outcomes in public and private schools."
*McPartland & McDill: "Control and differentiation in the structure of American education."
*Salganik & Karweit: "Voluntarism and governance in education."

IX. 10-31 Hispanics in barrio schools: A further look at the public versus private school controversy. The school systems' environment. Quiz #6.

Ballantine, J.: The educational system and the environment: A symbiotic relationship." Chapter 8.

Velez, W. and Hernandez, J.: "Deciding to attend college: Latino high school seniors in Chicago."

X. 11-7 Schooling as an avenue of mobility. Who gets into college? Quiz #7.

*Karabel & Astin: "Social class, academic ability and college 'quality'."
*Velez, W.: "Access to college in the United States during the seventies: Disaggregating a status attainment model."

XI. 11-14, 11-23 Higher education under the sociological prism. Who succeeds, who fails? The role of two-year colleges. Quiz #8.

Ballantine, J.: "The system of higher education." Chapter 9.

*Velez, W., "Finishing college: the effects of college type."

XII 11-28 The cross-cultural approach to the study of education systems. Quiz #9.

Ballantine, J.: "Education Systems around the world." Chapter 10.

XIII 12-5 Planning and implementing change in United States educational systems." Chapter 12.

Ballantine, J.: "Change and planning in educational systems." Chapter 12.

XIV 12-12 Ideological approaches to the functions of education: concluding arguments.

*Bell, Daniel: "On meritocracy and equality."
*Rossanda, Cini, and Berlinguer: "Thesis on education: a Marxist view."

Contributors

Prepared by:

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L. Young, Georgetown University, Washington, DC
E. Epstein, University of Missouri-Rolla, MO
J. Wallace, Lewis and Clark College, Portland, OR
J. Michaels, Virginia Polytechnic Institute and State University
A. McEvoy, Wittenberg University, Springfield, OH
K. Alexander and E. McDill, Johns Hopkins University, Baltimore, MD
G. Bereday, Teachers College, Columbia University, New York City, NY
K. Borman, University of Cincinnati, Cincinnati, OH
K. Dougherty, Manhattanville, Purchase, NY
D. Eder, Indiana University, Bloomington, IN
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NAME _____ 161.
ADDRESS _____

SURVEY OF SOCIOLOGY OF EDUCATION AND SOCIAL FOUNDATIONS COURSES (PLEASE COMPLETE AND IF POSSIBLE, ATTACH SYLLABUS, READING LIST AND/OR OTHER COURSE MATERIAL). RETURN TO: (JEANNE BALLANTINE, DEPARTMENT OF SOCIOLOGY, WRIGHT STATE UNIVERSITY, DAYTON, OH 45435).

1. Title of course: _____

2. Level of course:
   _____ Graduate
   _____ Undergraduate, junior-senior level
   _____ Undergraduate, freshman-sophomore level
   _____ Both graduate and undergraduate

3. Any prerequisities for the course? _____yes _____no
   If yes, what? _____

4. Check the school or college which offers the course?
   _____ School of Education
   _____ School of Arts and Sciences
   _____ Other school or college _____

5. What department (s) offers the course?
   _____ Department of Sociology
   _____ Department of Sociology and Anthropology
   _____ Department of Education
   _____ Division of Social Sciences
   _____ Other department _____

6. Number of majors in department offering course:
   _____ 0-25
   _____ 26-75
   _____ 76-150
   _____ 150+

7. What types of students take the course? Please indicate approximate percentage who are:
   _____ Education majors
   _____ Sociology majors
   _____ Other (please indicate what) _____
   _____

8. Is the course required?
   _____ Yes, it is required for all Sociology majors
   _____ Yes, it is required for all education majors
   _____ Yes, it is required for some other majors (what)? _____
   _____ It can satisfy a distribution requirement
   _____ It is purely elective
   _____ Other (please specify) _____

9. Size of the class the last time you taught it _____
   Describe changes in enrollment over the past 5 years _____10 years_____
   _____

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10. Please indicate the approximate number of hours spent on each of the following topics. Add topics not included in list:

_____ Certification process
_____ Control of education
_____ Cross cultural perspective
_____ Culture and education
_____ Educational enviroment (social context)
_____ Effective schools
_____ Functions of education
_____ Higher education
_____ Historical background
_____ Indtroduction to field
_____ Labor Market and education
_____ Occupations
_____ Private-Public Schools
_____ Peer subcultures
_____ Research designs
_____ Roles in schools and role expectations
_____ Sex Roles
_____ School and classroom as a social system
_____ Schools as organization, bureaucracies
_____ Social context of education
_____ Social psychology (interaction, self-concept)
_____ Socialization
_____ Special groups - religious, race, ethnic, handicapped
_____ Stratification
_____ Student achievement
_____ Teaching as an occupation/profession
_____ Teaching Techniques
_____ Theory in field
_____ Other topics _____

11. Indicate with a #1 most frequently method of teaching, #2 next, and so on:

_____ Lecture
_____ Discussion
_____ Audio-visual (films, etc.)
_____ Seminar
_____ Class projects
_____ Simulation and role playing
_____ Field work
_____ Other (indicate) _____

12. Are you a member of :

_____ American Sociological Association
_____ ASA Sociology of Education Section
_____ American Education Research Association (Division G)
_____ Other (please indicate salient memberships) _____

_____

13. Would you be willing to have your syllabi or materials included, with your name on it?

_____ yes , you have my permission to publish my syllabus
_____ no, you do not have my permission to publish my syllabus

THANK YOU VERY MUCH

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